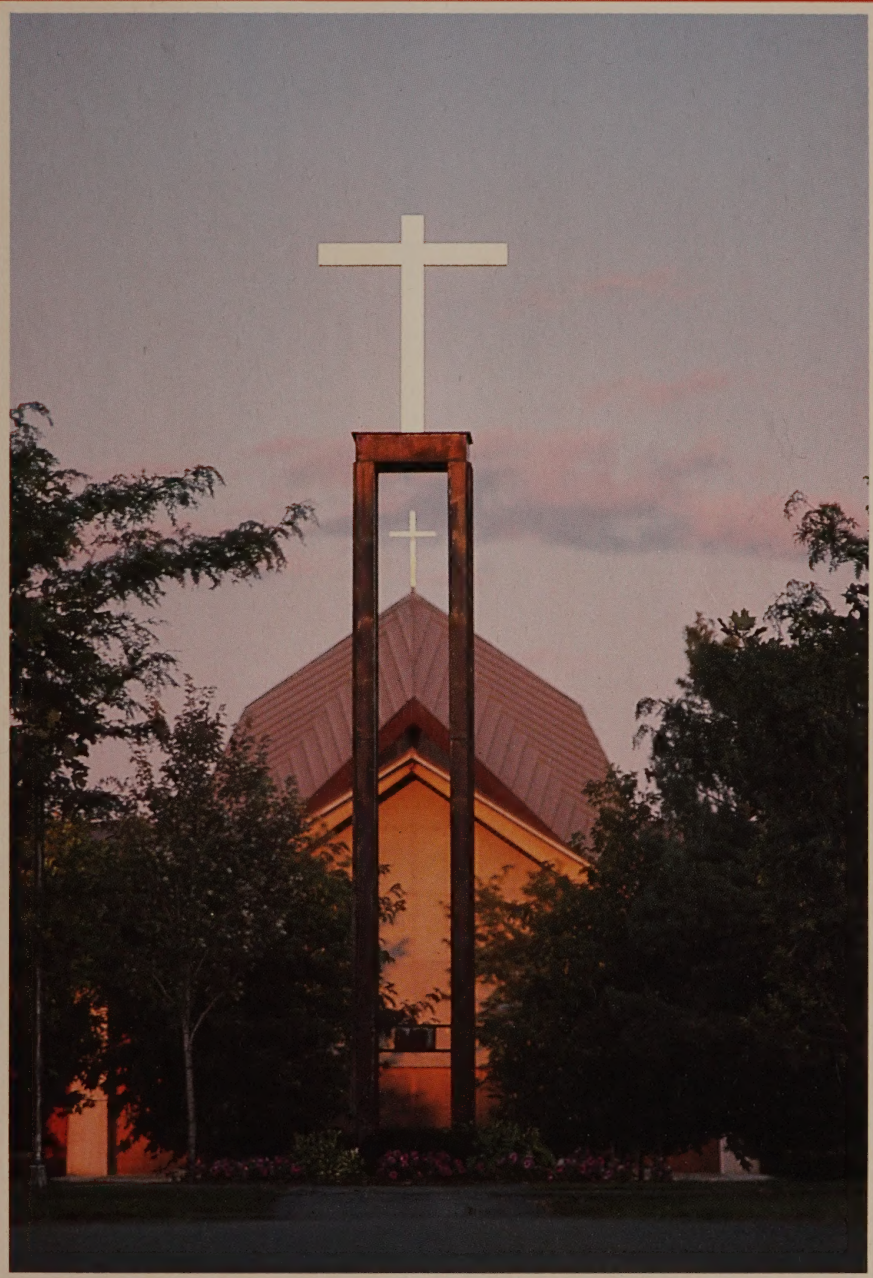


# **SAINT MICHAEL'S COLLEGE**



**CATALOGUE 1983-1984**



# SAINT MICHAEL'S COLLEGE

Winooski, Vermont 05404

Admissions: (802) 655-2017, 2018

(does not connect to other departments)

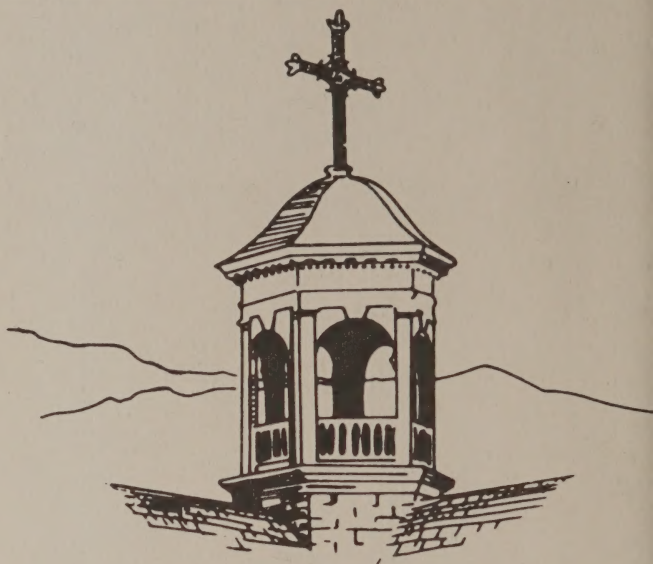
Other Offices: 655-2000

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Saint Michael's College is accredited by the New England Association of Schools and Colleges. The College is a member of the National Commission on Accrediting, American Association of Colleges, American Council on Education, National Catholic Educational Association, National Conference of Church Related Colleges, College Entrance Examination Board and the National Association of College Admissions Counselors.

Saint Michael's College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Saint Michael's believes in . . . and practices . . . nondiscrimination. It does not, and will not in the future, discriminate against applicants for admission or for employment, students or employees on the basis of race, national or ethnic origin, color, religion, age, sex or handicap.

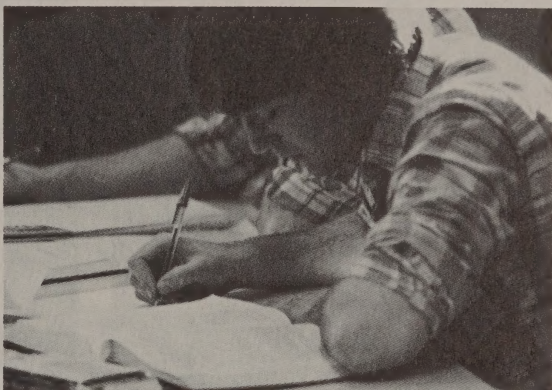
Saint Michael's reserves the right to change various prices and policies without prior notice. We will, however, make every effort to notify your school, or you, of significant changes.

Photos: B. Barton, L. Benedek, T. Berube, P. Boisvert, K. Damiata, D. Durette, F. Hill, L. Hollingdale, B. Lindau, B. Lyons, A. McGranahan, S. Milens, J. Murphy, J. Pulieo, B. Puls, S. Puls, T. Tobin, D. Walsh.

Cover Photo: B. Barton



# Why Saint Michael's?



## *Because . . .*

Saint Michael's is a Catholic college that welcomes men and women of every faith and background. We believe there are additional truths about human existence . . . beliefs that make us different from public colleges and universities.

## *Because . . .*

Saint Michael's is a liberal arts college. We do not train students for follower-ship . . . for jobs that may or may not become technologically obsolete. Saint Michael's liberal arts aims to help you develop sound thinking ability, creativity, resourcefulness, self-assurance, the facility to communicate effectively . . . universal skills that insure success and leadership in any profession, in any age.

## *Because . . .*

Saint Michael's atmosphere, small size and location all contribute to close, permanent relationships between your fellow students and your professors. Most students develop a lasting affection and respect for their friends and faculty members.

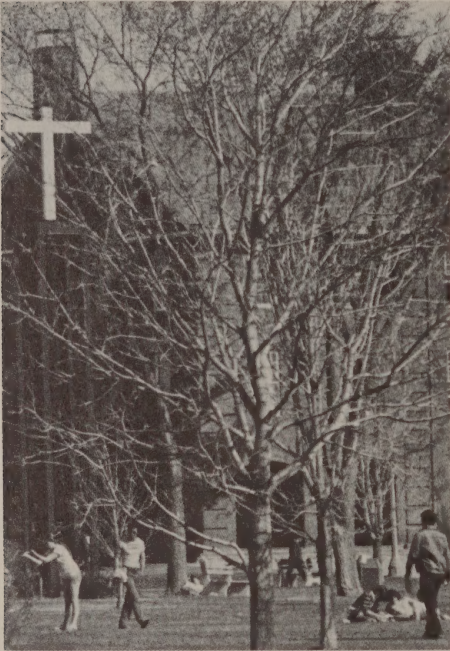
*We hope, in the pages that follow, to provide you with insight into questions you may have about Saint Michael's and your four years here.*



# STATEMENT OF MISSION

Saint Michael's College is a private liberal arts college founded in 1904 and sponsored by the Society of Saint Edmund, a community of Catholic priests and brothers. Christian commitment within this distinctive Edmundite heritage gives form to campus community life. That guiding commitment helps all members of the College grow in wisdom with knowledge and prudence. It permeates creative programs of study that strive to integrate reason and learning with prayerful faith, hope, and love.

The College, moreover, stands ready to enter into dialogue and collaboration with all who share its love of truth. It respects those of other beliefs and convictions, welcoming their contributions in the common pursuit of truth, goodness and justice.



The mission of Saint Michael's College, therefore, is to provide a liberal education in the light of the Catholic faith and its developing tradition. Thus the College encourages its students to value both human life and learning, but also to cherish transcendental realities. It helps them investigate and evaluate all aspects of existence — creation, the person, society — in relation to those realities and especially in relation to God.

Further, based on its commitment, the College firmly adheres to a foundation of integral values that both inform decision making and direct unselfish action. It guides its students toward orderly participation in the Catholic social endeavor. Such endeavor prepares each person for what he or she must be and must do in order to fulfill human nature and to attain the final goal for which all persons were created. Thus the College promotes a true sense of personal and professional vocation pervaded by the Christian spirit of freedom and charity. It fosters a fruitful, virtuous, and happy lifetime enhanced by intellectual, moral, and civic excellence.

Finally, the entire Saint Michael's College Community challenges itself to envision, with ever-present newness and joy, the wonder and beauty of being, of what might be.



# ACADEMIC EXCELLENCE

## — AN OVERVIEW OF THE CURRICULUM

### ACADEMIC EXCELLENCE . . . HEART OF SAINT MICHAEL'S

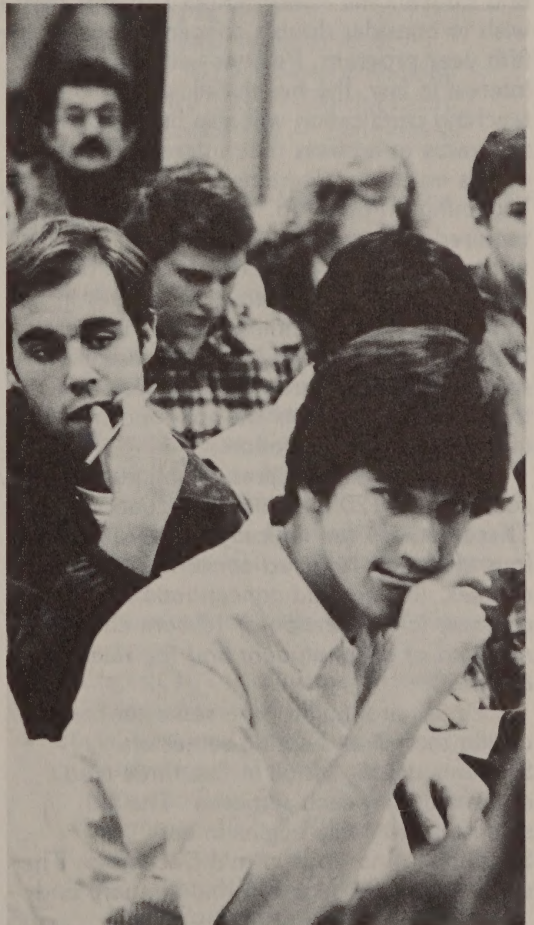
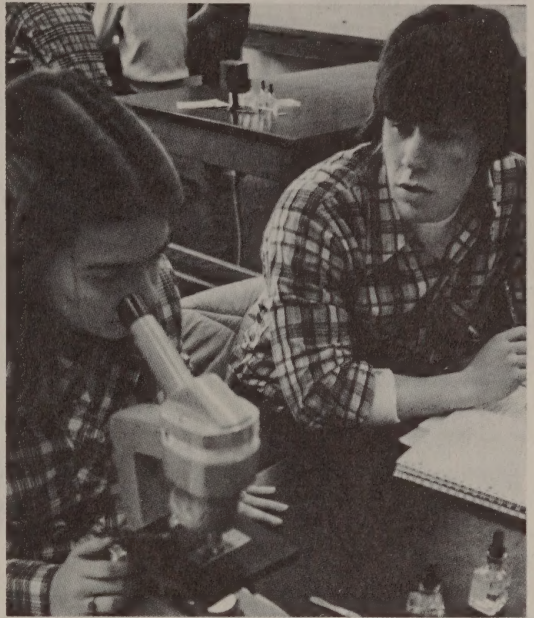
The individual young woman or man today wants to know if the college she or he is considering has a reputation for academic excellence. He or she must also know whether their own particular course of studies will help them get into graduate school or, whether their studies will help them get a good job.

The most objective answer Saint Michael's can make to the first of these questions comes from the scores of fine graduate schools who have accepted our students for advanced study. A roster of these graduate schools is shown on page 8. It is obvious that they respect Saint Michael's reputation of academic excellence. A word of caution, however; no matter how good our programs and professors, it is only your motivation and study that will lead to achievement.

In answer to the question about careers, we have already pointed out that Saint Michael's is a liberal arts college and we educate women and men for lives and careers of excellence . . . not simply jobs that may become technologically obsolete. In addition, the staff of our Student Resource Center guides students in both their career choices and in their job search.

There are human qualities that are needed by the professions, business, industry and communities at all times, in every age. These qualities form Saint Michael's liberal arts educational philosophy and we seek to develop women and men who:

- think clearly and can relate facts and principles to reach a meaningful conclusion;
- write and speak effectively;
- can work with concepts and techniques of a specific discipline because they have four years experience with that discipline;
- have an awareness and concern about the theological and philosophical problems that man's very existence entails;
- are concerned about other human beings — and the condition of their existence;
- and are aware of their cultural heritage as one among many.

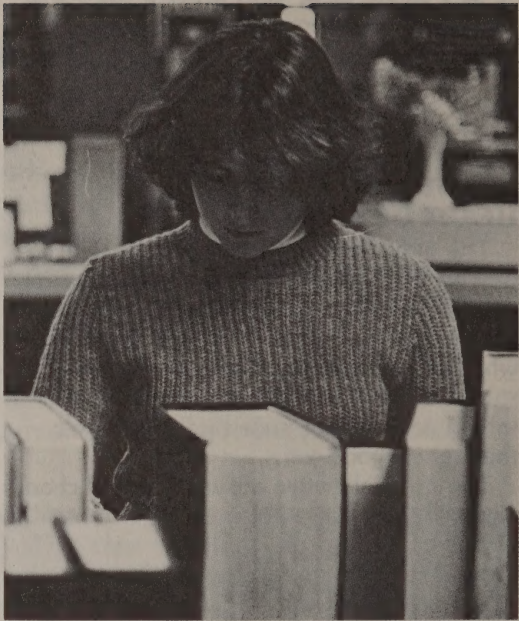




YOUR CONCENTRATION

The following list represents the range of concentrations available to students at Saint Michael's:

Accounting	French
American Studies	History
Biology	Journalism
Business Administration	Mathematics
Chemistry	Modern
Classics	Languages
Computer Science	Philosophy
Economics	Physics
Elementary Education	Political
Engineering — 3 + 2	Science
with Clarkson College	Psychology
English Literature	Religious
Environmental Science	Studies
Fine Arts	Sociology
— Art	Spanish
— Drama	
— Music	



ends in the first part of May. Courses are offered in the summer for students who wish to accelerate their studies.

Qualified students may also create their own concentrations by combining courses from several departments and demonstrating the coherence of such a program to a select Committee on Curriculum and Educational Policy. Other students may wish to consider double concentrations or a fifth year program. Persons with a special interest in law, the health fields, ROTC or in teaching certification will also find special programs to address their interests. Further details on these programs may be found beginning on page 46. The number of required courses that a student must take is not so large as to preclude a student from taking a wide array of elective courses in other areas of academic or career interest. Pages 47 and 62, for example, describe a specially designed group of business electives for students who are not concentrating in Business Administration.

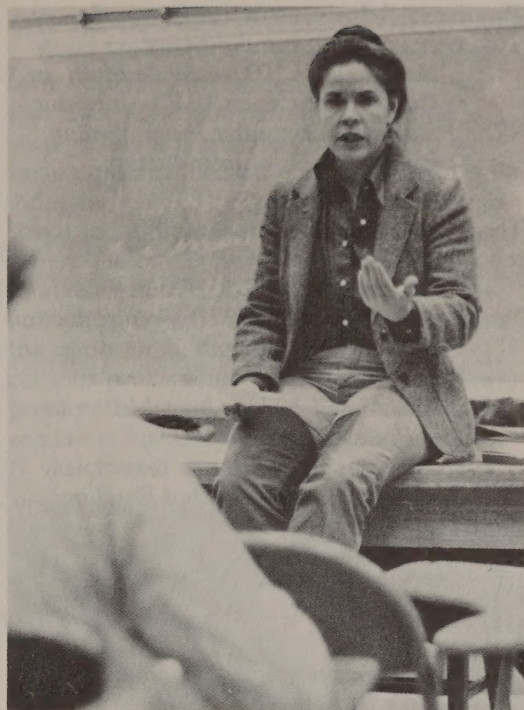
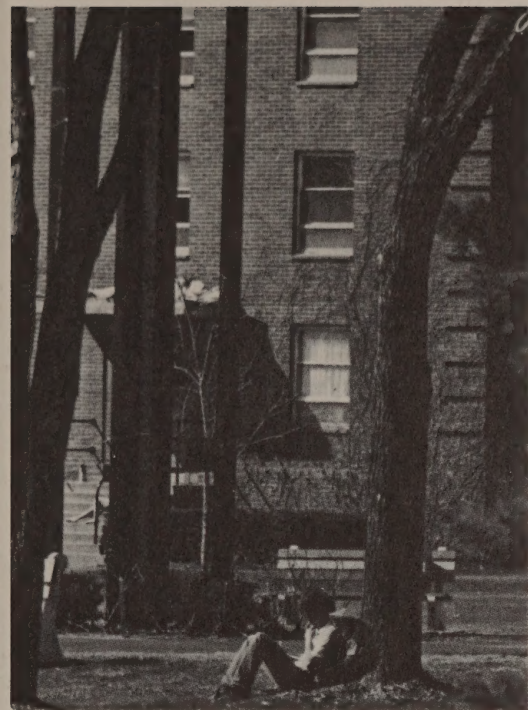
Saint Michael's requires a minimum of 40 courses and 120 credits for graduation. These courses can logically be grouped into four areas: (a) *required concentration courses*; (b) *required concentration related courses*; (c) *a selection of 15 core courses required of every student* and (d) *elective courses*.

Courses are taught on a semester basis during the fall and spring semesters. Students usually enroll in five three credit courses during each semester. The fall semester ordinarily begins in early September and ends in mid-December. The spring semester begins in mid-January and

Number of Students in Each Concentration, 1981-82

Concentration	Number of Students	% of Students
Accounting	48	3.0
American Studies	23	1.4
Biology	101	6.2
Business	512	31.6
Chemistry	17	1.1
Classics	2	.1
Computer Science	24	1.5
Economics	42	2.6
Education (Elementary)	55	3.4
English	120	7.4
Environmental Science	13	.8
Fine Arts (Art, Drama, Music)	58	3.6
French	14	.9
History	38	2.4
Journalism	78	4.8
Mathematics	36	2.2
Modern Languages	3	.2
Philosophy	8	.5
Physics	18	1.1
Political Science	102	6.3
Psychology	85	5.3
Religious Studies	12	.7
Sociology	40	2.5
Spanish	12	.7
Special Concentrations	3	.2
Undecided	154	9.5





## CORE CURRICULUM

Beginning with the class of 1986 (students entering the college in 1982), a new core curriculum has been designed to insure that every student acquires a well-balanced, liberal education in the major academic areas. Within the core there is considerable diversity, permitting selection of a wide variety of courses related to your own interests.

The six major core areas and the minimum number of courses required in each are listed below. A comprehensive list of eligible courses within each of the six major areas is listed on pages 45-46.

<b>Philosophy:</b>	<b>two courses</b>
<b>Religious Studies:</b>	<b>two courses</b>
<b>Communication Skills:</b>	<b>two courses</b>
<b>Social Sciences:</b>	<b>two courses</b>
<b>Natural Sciences and Mathematics:</b>	<b>two courses</b>
<b>Humanities</b>	<b>five courses</b>

During the Freshman year, you will generally choose from courses required for your concentration and core courses. We have illustrated some freshman course selections for four concentrations to give you a general idea of the type of course work that will be required of you as a first-semester freshman. A typical schedule is five courses per semester.

## Biology Example

Three concentration requirements:

- Biology 101 — *General Biology*
- Chemistry 103 — *Stoichiometry*
- Mathematics 103 — *Elements of Calculus*

Two core requirements (any two of the following):

- Philosophy Core Course  
Philosophy 103 — *Introduction to Philosophical Problems*
- Religious Studies Core Course  
Religious Studies 110 — *Introduction to New Testament*
- Humanities Core Course (examples)  
English 123 — *Introduction to Literary Studies* or  
Classics 211 — *Classical Mythology* or  
Humanities 101 — *Classical Civilization*
- Communications Skills Core Course (examples)  
English 101 — *College Writing* or  
Philosophy 101 — *Logic*
- Social Science Core Course (examples)  
Psychology 101 — *General Psychology* or  
Economics 107 — *Elements of Economics* or  
Journalism 101 — *Introduction to Mass Communications*



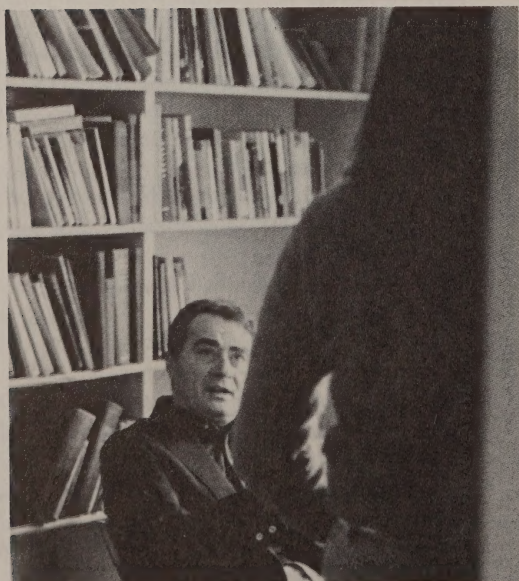
### **Business Administration Example**

Two concentration requirements:

- Mathematics 101 — *Finite Math* or  
Computer Science 101 — *Introduction to Computer Programming*
- Business 121 — *Introductory Accounting*

Three core requirements (any three of the following):

- Religious Studies Core Course  
Religious Studies 110 — *Introduction to New Testament*
- Philosophy Core Course  
Philosophy 103 — *Introduction to Philosophical Problems*
- Humanities Core Course (examples)  
History 101 — *Directed Readings in History* or  
Humanities 101 — *Classical Civilization* or  
English 123 — *Introduction to Literary Studies*
- Natural Science and Mathematics Core Course (examples)  
Chemistry 100 — *Chemistry for Changing Times* or  
Physics 101 — *Astronomy*
- Communication Skills Core Course (examples)  
French 103 — *Introduction to French* or  
English 101 — *College Writing*
- Social Science Core Course (example)  
Sociology 201 — *Introductory Sociology* or  
Political Science 101 — *Introduction to Politics*



### **Engineering 3 + 2 Program Example**

Four program requirements:

- Mathematics 109 — *Analytic Geometry and Calculus I and II*
- Chemistry 105 — *Stoichiometry*
- Computer Science 101 — *Introduction to Computer Science*
- English 101 — *College Writing*

One Core Requirement (any one of the following):

- Humanities Core Course (examples)  
Classics 211 — *Classical Mythology*  
History 101 — *Directed Readings in History*
- Philosophy Core Course  
Philosophy 103 — *Introduction to Philosophical Problems*
- Religious Studies Core Course  
Religious Studies 110 — *Introduction to New Testament*
- Social Sciences Core Course (examples)  
Psychology 101 — *General Psychology* or  
Sociology 201 — *Introductory Sociology*





**English Example**

One concentration requirement:

English 123 — *Introduction to Literary Studies*

Three Core Requirements (any three from the following):

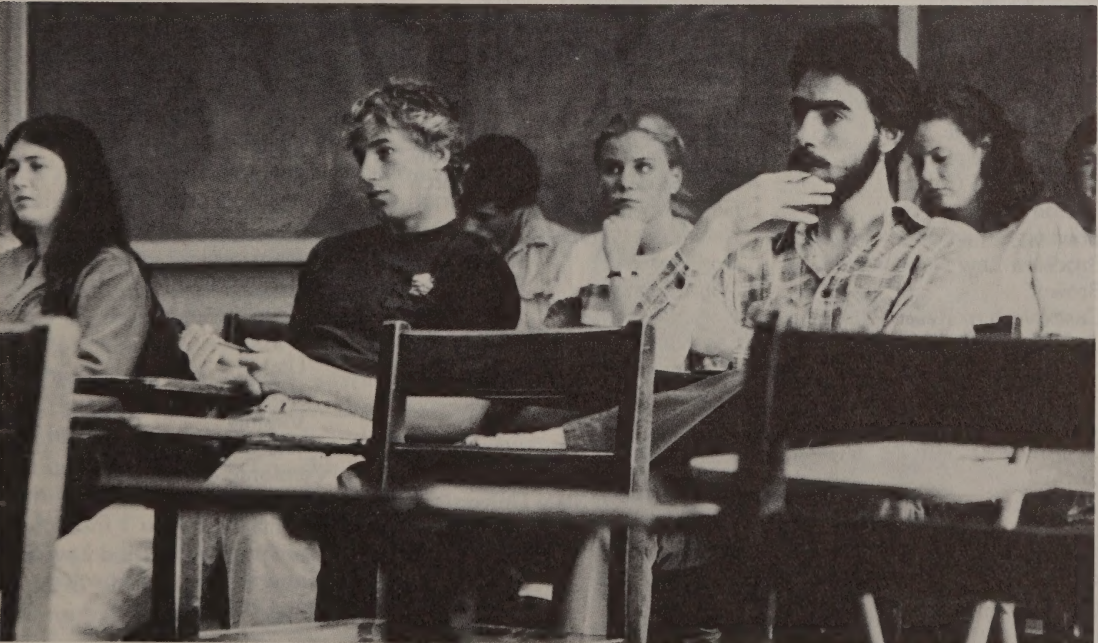
- Communication Skills Core Course (examples)  
Spanish 103 — *Introduction to Spanish* or  
Communication 205 — *Principles of Speech*
- Natural Science and Mathematics Core Course (examples)  
Physics 105 — *Physics at a Glance* or  
Biology 100 — *Contemporary Biology*
- Religious Studies Core Course  
Religious Studies 110 — *Introduction to New Testament*
- Philosophy Core Course  
Philosophy 103 — *Introduction to Philosophical Problems*
- Humanities Core Course (examples)  
Classics 211 — *Classical Mythology* or  
History 101 — *Directed Readings in History*
- Social Science Core Course (examples)  
Psychology 101 — *General Psychology* or  
Sociology 201 — *Introductory Sociology*

One General Elective:

Any course without prerequisites may be selected here.

**OTHER OPPORTUNITIES FOR STUDY**

Saint Michael's also offers several other forms of study for students seeking to further their educations in non-traditional ways. They are intended for students who have demonstrated an ability to work independently. Students have entered into various study abroad programs (see page 49), while others have undertaken innovative "internship" programs. The internship programs allow individual students the opportunity to work closely with off-campus professionals and practitioners on projects that are closely related to their academic or career interests (see page 48).







## GRADUATE SCHOOL PLACEMENT

Upon completion of your degree program you may be considering advanced study. Saint Michael's College graduates have been admitted and graduated from many very outstanding institutions for advanced study.

While at Saint Michael's students will find guidance concerning graduate study from members of the **Pre-Law Advisory Committee**, the **Pre-Allied Health Career Advisory Committee**, members of the **Student Resource Center** staff, and their **Academic Advisors**. Admission to

graduate school is very competitive but we have an enviable record of placement. Our most conscientious students perform well on Graduate Record Examination Advanced Tests and frequently achieve scores in the top percentiles.

The following institutions have accepted Saint Michael's students during the past few years:

Adelphi University  
Albany Law  
American University  
Amos Tuck School of  
Business Administration  
Babson College  
Boston College  
Boston State College  
Boston University  
Bowling Green State University  
Brooklyn Law  
Brown  
Case Western Reserve  
Castleton State College  
Catholic University  
Clark University  
Colgate  
Columbia  
Cornell  
Dartmouth  
Drake  
Drew University  
Fordham University  
Georgetown University  
Harvard

Hofstra University  
Johns Hopkins University  
Lewis and Clark Law School  
Marquette  
Michigan State  
Missouri State  
New Jersey College of Medicine  
New School for Social Research  
New York Medical School  
New York University Dental School  
Northeastern  
Notre Dame  
Notre Dame Law  
Ohio State  
Penn State  
Rutgers  
Saint Louis University  
Saint Georges University of Medicine  
St. Johns University  
San Francisco State University  
Suffolk University  
SUNY-Albany  
Texas A&M  
Tufts Dental

Tufts Medical  
University of:  
Bridgeport  
Colorado  
Connecticut  
Hartford  
Iowa  
Maine  
Maryland  
Massachusetts  
Minnesota  
New Hampshire  
New Haven  
Toronto  
Utah  
Vermont  
Virginia  
Wisconsin  
Vermont Law School  
Villanova  
Virginia Tech  
Western New England Law School  
Western School of Theology  
Yale University



# THE PEOPLE

A college, or any other gathering of individuals, takes on a greater significance, a more tangible identity, when one considers the people who comprise the group. Of greater importance than any building, piece of laboratory equipment, or scenic view are the people whose faces, personalities, and viewpoints are the heart of the community that is Saint Michael's College.

You may be curious about the type of person you will encounter in the classroom, the sports center, or the residence halls and, while we fear making generalizations, we can try to tell you something about them. Of course the best way to satisfy your curiosity is by visiting the campus and talking to the people who are Saint Michael's College. (See page 41 for details concerning a campus visit.)

## THE FACULTY

Campus and intellectual life is made vibrant by a faculty whose primary mission is teaching. Learned professors here are not closeted away with their research, delegating teaching responsibilities to assistants. They are instructors and advisors of freshmen as well as of upperclassmen. The Saint Michael's professor CARES about students and their development.

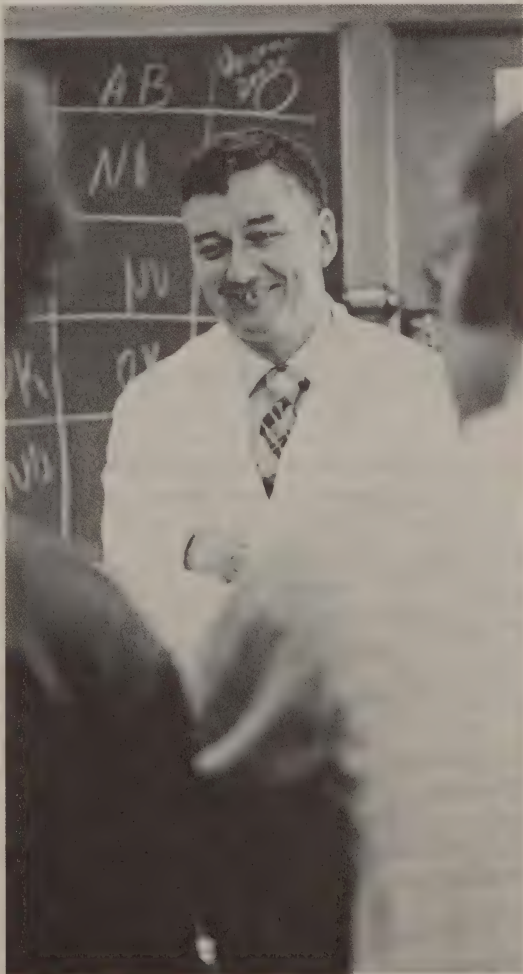
There are 92 full-time and 20 part-time faculty members here. Of all the full-time teachers, there are 82 lay men and women of various faiths. Several members of the founding order of the Society of Saint Edmund are active in many of the academic departments.

Faculty members are ever cognizant of the need to keep abreast of developments within their disciplines and the academic world. While dedicated to classroom teaching, the faculty continues their own professional development through sabbaticals, civic involvements, and summer study.

During the past several years members of our faculty have been successful in securing grants for student research and have taken an active roll in directing the research. Still others have worked on studies for the Vermont Council on Humanities and Public Issues, with the local United Way Campaign and as consultants in environmental issues. Many have been selected for National

Endowment for the Humanities fellowships for summer study and another faculty member recently received a Guggenheim Fellowship for sabbatical study. Saint Michael's has renewed and expanded its commitment to faculty development with the realization that the students are the true beneficiaries of such continuing study.

Faculty members also participate in the governance and the decision-making of the campus through involvement in many committees. On the other hand, it is not unusual to find a math teacher lending a hand coaching the track team or a member of the political science department instructing novices in cross-country skiing techniques. Faculty members act as advisors to many student groups, including the campus newspaper, the Pre-Law Club and the Philosophy Society.



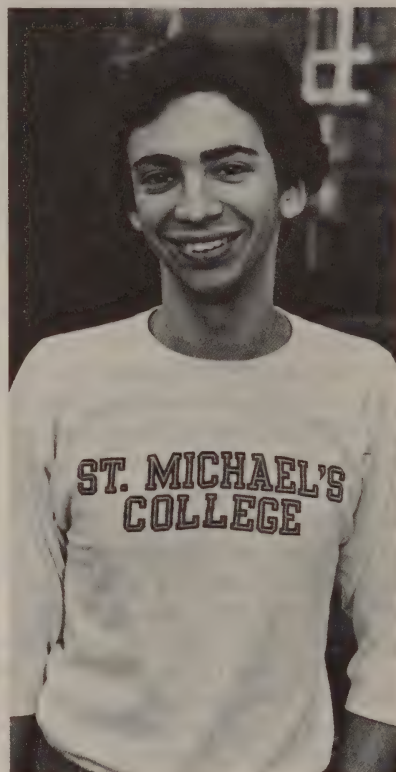


## THE STUDENTS

Although Saint Michael's has a small student body of 1,600, the students hail from many states and foreign countries. With nearly 85% of the students coming to the campus from states other than Vermont, they bring to the campus a diversity of backgrounds, interests and ideas seldom seen on small campuses. The geographic distribution shown below indicates that students come to Saint Michael's College and Vermont from many different states.

The great majority of Saint Michael's students are of traditional college age, usually continuing to college immediately after high school graduation. Although Saint Michael's has been coeducational only since 1970, women now comprise about 46% of the student body. The current freshman class is evenly divided between men and women.

Many students had been involved in all types of activities during their high school years and continue to explore opportunities



### *Distribution of Students by State of Residence*

State	%	State	%
Connecticut	13.8	New York	16.9
Maine	2.9	Pennsylvania	1.2
Massachusetts	27.7	Rhode Island	1.7
New Hampshire	5.3	Vermont	16.9
New Jersey	7.1	Other (14 states, 21 countries)	6.5

Other states include: California, District of Columbia, Florida, Georgia, Illinois, Indiana, Minnesota, Mississippi, Nebraska, Ohio, South Dakota, Virginia and Washington. Other countries include, among others: Belgium, Greece, Italy, Ivory Coast, Japan, Namibia, Norway, Saudi Arabia, Thailand and Venezuela.

outside of the classroom while at Saint Michael's. Athletics, student government, volunteer programs, and theater productions are just a few of the interests that students share. Many students tell us that they came to Saint Michael's because of their love for, or curiosity about, the State of Vermont. The many fine ski areas and miles of hiking trails are favorite spots.

Academically, students exhibit a diversity of interests. The profile on page 4 shows the distribution of students in each concentration. Through the elective system students are able to pursue interests outside of their concentration, as well.

We hope that this information gives you an idea of what the student body at Saint Michael's College is like. There are no



molds for the 'typical' Saint Michael's student but the people here share many commonalities, the most important being membership in the community that is Saint Michael's College.

## **FRIENDS FROM ABROAD . . . INTERNATIONAL STUDENT PROGRAM**

Saint Michael's International Student Program (ISP) attracts men and women from Asia, Latin America, Africa, Europe and the Middle East. They give American students an outstanding opportunity to gain new cultural views of the world on a personal basis. At the same time our international students benefit from the American experience and, most importantly, gain daily proficiency in the English language.

The program was started in 1954 as the "Intensive Language Program," designed to train international students in English. A group of 100 "Freedom Fighters" exiled from their native Hungary during the nation's revolution were among the first to come to Saint Michael's. Since then more than 5,000 men and women from over 40 nations have lived and studied on our campus.

International students have their own center for learning and activities in the Dupont Language Center. Modern language training facilities and equipment help in this learning process.



## **STUDENT LIFE**

### **STUDENT SERVICES**

On any campus, learning and growth occur both in and outside of the classroom. On a campus like Saint Michael's where 85% of the student population resides in the residence halls, this sphere of student development gains a special significance. Just as faculty members are highly trained and dedicated to teaching, there is a special group of people on the campus who are devoted to each student's intellectual, social, physical, and spiritual development outside of the classroom. We think you will experience a unique kind of caring and concern for all facets of your growth by the student service staff of Saint Michael's College. The following pages describe many of the services and activities available to the students of Saint Michael's. We hope that you will find the type of support that you need to maximize your college experience.

### **CAMPUS MINISTRY**

Saint Michael's College is proud of its Christian Community. The Office of Campus Ministry is called upon by the College to animate and orchestrate the worshipping community for the spiritual well being and growth of the faculty, staff and students. To this end, the Office of Campus Ministry conducts a variety of spiritual, pastoral and liturgical programs and activities. Some of the programs that are now being sponsored are catechetical and basic doctrinal instruction, bible study, shared prayer, Christian fellowship, weekend retreats and social justice education. The growth and development of Campus Ministry depends upon the active involvement of the members of the worshipping community.





## ORIENTATION

The beginning of any new experience is exciting and tension-filled, and the first days of college are no different. Most of the members of the freshman class are unfamiliar with the Burlington area, the campus and one another. At Saint Michael's the first days of school are reserved for learning about your new campus and new friends.

Members of the faculty, staff and student body of the college join forces to conduct a fun-filled Orientation, the goal of which is to help students learn about the abundance of resources available on the campus. You will meet with your academic advisor to discuss your course selection, as well as have the opportunity to talk with faculty of other academic departments in an informal setting.

## RESIDENTIAL LIFE

Because so many of the Saint Michael's students reside on the campus, residence hall living is an important part of the years spent here.

Most students find the experience of sharing a room, living on a floor with many other people and taking an active part in the residence hall community to be both challenging and fun. We do not list a course in residence hall living among the academic descriptions but we are convinced that the lessons in human nature, the friendships developed and the memories recalled will last a lifetime. The Director of Housing and the residence hall staff are educators who are ready to help you to make the most of your residence hall experience.

Students reside in buildings ranging in size from apartments of four students to larger

residence halls of two hundred students located on both Main and North Campuses. The North Campus, with sixteen units of student apartments, and three medium sized residence halls, is a popular place with many upper-class students. The apartments, with kitchen and living room facilities, offer juniors and seniors the privacy of apartment living with the convenience of being on campus. The medium sized residence halls on the North Campus provide students with the opportunity to be active in a smaller community and really get to know the other residents of their hall.

Several smaller houses between the two campuses and on the periphery of the Main Campus are dedicated to special student groups like the Rescue Squad and Philosophy House, enabling the residents to pursue common interests. On the Main Campus, Hodson Hall offers suite facilities to upper-class students. Four single rooms, bath, kitchen and living room space compose each suite.

The newest residences on the Main Campus are the Townhouse Complexes, offering apartment style living for 288 upperclass students.

Students from the International Student Program reside in some of the residence halls, giving American students the unique opportunity to meet people from all parts of the world.

Finally, room assignments for new students are made on a random basis after upper-class students have completed room selection. Most freshmen will reside on the Main Campus during their first year, although some new students favor the North Campus for its close atmosphere and proximity to North Campus classrooms.



## FOOD SERVICE

As on most residential campuses, meal hours are often as social as they are necessary. The food service on the Saint Michael's campus is provided by Saga, a national food service company. Two dining halls, one in Alliot Student Center on the Main Campus and the other in the Sloane Art Center on the North Campus are open throughout the week. The standard meal plan includes 19 meals each week, plus a continental breakfast on Saturday and Sunday mornings. A 13-meal plan is offered to all resident students as an option to the 19-meal plan. Students living in Hodson Hall, the Townhouses and Ethan Allen apartments are not required to purchase a meal plan.

Cash cards are available to all students, residents and non-residents, for use in all campus dining areas.

Meal hours are flexible enough to accommodate student schedules and, if any conflicts occur, box lunches are available. Special diets are also handled on a one to one basis.

The Purple Knights snack bar, located in Alliot Hall, is open for late night snacks.

## STUDENT RESOURCE CENTER

The Student Resource Center provides services to meet the academic, personal and career needs of Saint Michael's students. The focus is on promoting individual growth and development and furthering self-understanding while encouraging a sense of community. A personal and confidential response to students' needs is provided. There is no charge for these services, with the exception of a nominal fee for the Study Skills Workshop. The Center has two major divisions — **Counseling** and **Career Services**. Each addresses itself to areas with which all students are concerned during their college experience.

**Counseling** — Qualified counselors and a study skills instructor provide academic and personal counseling.

**Personal Counseling** — The Student Resource Center emphasizes education in skills that enhance growth and can be used continually throughout one's life. Through individual counseling and group programs one can learn how to change self-defeating behavior, manage anxiety and depression, and improve relationships. The counselors will listen, suggest alternatives and help each person develop new skills and



strategies while maintaining respect for each individual's ability to make decisions. Therapy is also provided by the counselors where a psychological need is present. Workshops deal with *Stress Management Skills*, *Alcohol Education*, *Coping with Death and Dying*, and *Communication Skills*. Testing is available and referrals are made to psychiatric consultants when necessary.

**Study Skills** — The emphasis on this program is to assist students in developing their academic skills. Study Skills Workshops, together with individual meetings, offer students the opportunity to improve existing skills, to develop new skills, and to help maximize their learning experience. Topics covered are time management, motivation and goal setting, note taking and test taking skills, and textbook comprehension techniques. The instructor will help each person utilize these skills in a way most beneficial to him or her.





**Career Services** — Two full-time staff persons provide expertise in Career Planning and Job Placement. Few students can ignore the pressure to decide “what they’re going to do when they grow up.” Although one should not feel forced to make a decision prematurely, it is important to begin the process early.

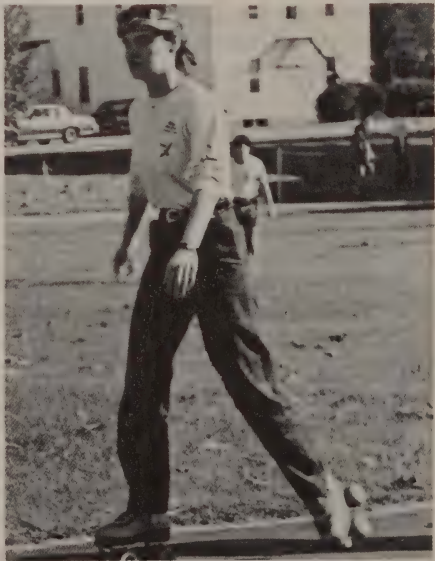
**Career Planning** — The aim of career planning is to aid students in making decisions regarding course and major selection, and in analyzing their individual skills and interests. They are also taught to research career fields. Each activity is designed to maximize satisfaction with career choice.

**Discover II**, a computerized career guidance system, helps our students identify interests, abilities and values and also provides current information on a large number of occupations.

Work experience opportunities provide a chance for students to test career choices and develop new work skills. These include internships, part-time and summer jobs, and volunteer work in the community. For more detailed information about internships please see page 48.

**Placement** — These services particularly interest those nearing graduation or those who have already graduated. Guidance is offered in formulating career objectives, researching employers and identifying job openings. Workshops on resumé writing, job interviewing techniques and job search strategies are offered regularly. An active on-campus recruiting program is maintained as well.

The Student Resource Center reflects the Saint Michael’s commitment to educating the total person — body, mind and spirit.





## EDMUNDITE ASSOCIATE PROGRAM

The Edmundite Associate Program is designed to encourage, counsel and give Christian direction to a college student interested in religious life.

Since the first thoughts or desires about a religious vocation can sometimes be troubling, or seem complex, and because there is need of a discerning process, the Edmundite community offers to assist students in this process of arriving at a mature decision concerning religious life.

The Associate Program provides the following opportunities:

- 1) Spiritual direction by a member of the Edmundite community
- 2) Reading program
- 3) Retreat weekends
- 4) Interaction with the Edmundite community
- 5) Summer volunteer work in an Edmundite parish or mission.

The program is open to any student who feels he has a religious vocation and desires to grow in understanding the meaning of religious life.

A student may enter the program at any time during his education at Saint Michael's College. The student is not required to make any commitment to a religious vocation or to the Edmundite community. He may withdraw from the program at any time.

Interested students may apply through the Office of Campus Ministry or the Edmundite Vocations Office.

## HEALTH SERVICES

As in any community, the health of our students is a prime concern of the student services staff. Our Health Service staff is equipped to deal with medical emergencies but also concentrates its efforts on health education and preventive health care. The facility is staffed full time by a family nurse practitioner and registered nurses experienced in providing health service to the college-age student.

Daily visits to the health service are made by consulting physicians and nearby Fanny Allen Hospital and the Medical Center Hospital of Vermont provide excellent auxiliary services. The student-manned Saint Michael's Rescue Squad provides highly skilled emergency medical treatment on the campus, a unique service for a college campus.

While the staff of the health service does not presume that they can replace the



tender loving care of home, they make every effort to make students comfortable during any illness they may have. Staff for the facility are listed here:

### **Director of Health Services:**

Jane P. Campbell, R.N.C.

### **Nursing Staff:**

Marry Alice Irish, RN  
Mary Ann Wiemann, RN  
Erma Haley, RN, CRNA  
Bea O'Neill, RN  
Thelma Snow, RN

### **Medical Director:**

Robert E. O'Brien, MD

### **Consulting Physicians:**

#### **Medicine:**

John R. Fitzgerald, MD

#### **Orthopedics:**

Patrick Mahoney, MD  
James Simpson, MD



## ACTIVITIES

Because the students tend to spend a great deal of their time on the campus, weekends and evenings are often busy with a number of different activities. The activities and clubs available at Saint Michael's are as diverse as the students involved in them.

Students are assisted and supported in the planning and execution of many activities by the Student Activities Director and an activities budget drawn from student fees. With this support most planned events on the campus are conceived and carried out by the student body. A number of weekend events are planned to coincide with the seasons, including a Foliage Festival, Winter Weekend and a Spring Weekend. Semi-formals, field days and entertainment are all part of the festivities. During the Spring, parents are invited to learn more about Saint Michael's, visit their children and just have fun at Parents' Weekend. Although these are special programs, most weekends witness a number of other events ranging from parties and films to concerts and sporting events.



Alliot Student Center is always a hubbub of activity with offices for such groups as the newspaper, yearbook and student association located there. The student controlled **Alliot Governing Board** plans events of an educational, social and cultural nature for the student center, and a game room, snack bar, and Rathskeller provide plenty of space for socializing.

The Student Association allocates funds for many other student groups on the campus, one of which is the campus radio station **WWPV-FM** (100 Watts). The station provides a great opportunity for students to gain experience in broadcasting, management and administration. **The Defender**, a weekly campus newspaper and the **Onion River Review**, a literary publication, are two publications in which students may test and refine their writing skills. The student publications enjoy the First Amendment Rights but strive to work within professional guidelines.





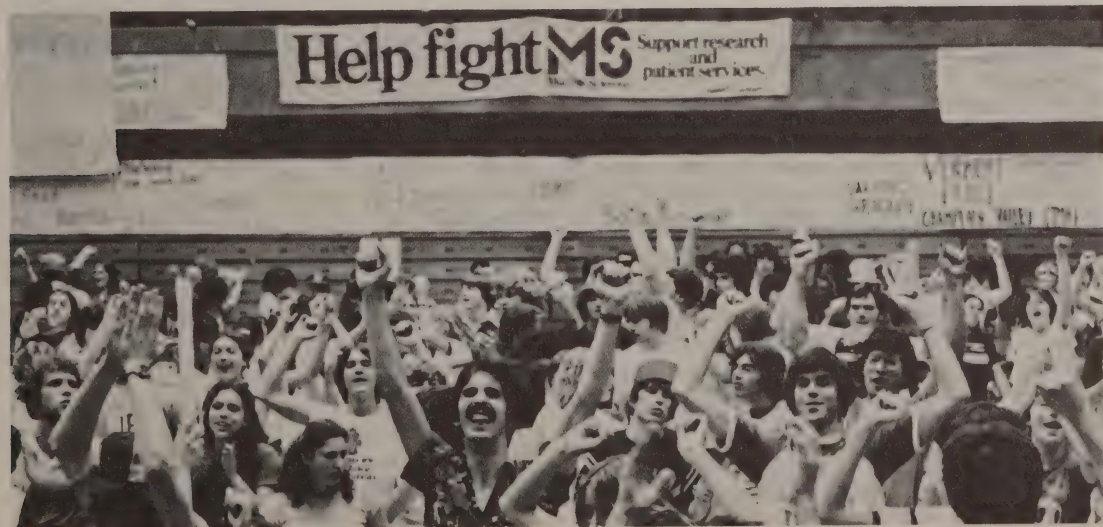
Volunteer work is an integral part of the lives of many Saint Michael's students. One of the best known groups of student volunteers is our **Fire and Rescue Squad**. These highly trained students provide emergency medical care and transportation not only for members of the Saint Michael's community, but for residents of surrounding towns and villages, also. On duty 365 days each year, this dedicated group of men and women make over 1200 calls annually.

Through the **Office of Volunteer Programming** students volunteer to do important work in all segments of the local community. The Big Brother/Big Sister Program, Vermont Special Olympics and the Howard Mental Health Agency are only a few of the groups that depend on Saint Michael's College students for support.



The Ross Sports Center has for many years been the site of the Multiple Sclerosis Dance Marathon. This massive fund raising event owes much of this years' \$35,000 success to both the organizational and dancing talents of hundreds of Saint Michael's students. Students with a career in business in mind are able to explore issues related to their interests through **SAM, the Society for the Advancement of Management**. SAM is a student group aimed at helping students prepare for careers in the business world through a variety of extracurricular activities.

The word "involvement" may be over-used, but it explains very clearly the attitude of many students at Saint Michael's. They care about the quality of life and events on the campus. The following list illustrates the diversity of clubs and events available on the campus.







## **Drama**

Pathelin and The Physician —

McCarthy Arts Center

American College Theatre Festival  
(1982-83)

Region I — Keene State College

The Birds —

McCarthy Arts Center

American College Theatre Festival  
(1981-82):

Region I — Rhode Island College

National Festival-Kennedy Center for  
the Performing Arts, Washington,  
D.C.

Story Theatre —

McCarthy Arts Center

American College Theatre Festival  
(1980-81):

Region I — Brandeis University

National Festival-Kennedy Center for  
the Performing Arts, Washington  
D.C.

## **Clubs and Organizations**

Alliot Governing Board

Arnold Air Society

Big Brothers and Sisters

Chorale

Coalition for Environmental and Social  
Awareness

College Bowl

Crown and Sword Society

Delta Epsilon Sigma Honorary Society

Drama Club

Fire and Rescue Squad

Glee Club

Jazz Ensemble

Liturgical Folk Group

The Defender — Newspaper

Modern Language Club

Omicron Delta Epsilon — Economics Honor  
Society

Onion River Review — Literary Magazine

Outing Club

Peer Alcohol Advisors

Phi Sigma Tau National Philosophical  
Society

Political Science Club

Pre-Law Program Board Club

Science Society

Society for Advancement of Management

Wind Ensemble

WWPV-FM Radio Station



Winner Take All

Marathon '33

Gemini

Walking Backward

The Gift of the Magi

The Odd Couple

Enough for Two

The Diary of Adam and Eve

The Good Doctor

Hello Out There

The Mousetrap

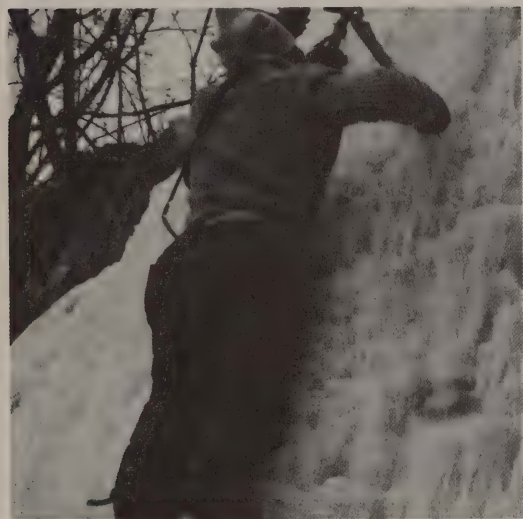
The Three Little Pigs and other Tales

Love's Labors Lost



**Readings**

Lisa Alther  
Margaret Atwood  
Marvin Bell  
Hayden Carruth  
Margaret Drabble  
John Engels  
Richard Ford  
Galway Kinnell  
Maxine Kumin  
Mary McCarthy  
Tillie Olsen  
Grace Paley  
Roger Rath  
Jane Shou  
Isaac Bashevis Singer  
William Jay Smith  
Richard Wilbur  
Paul Zimmer  
Student Poetry Readings



**Special Activities**

Dorm Daze  
Campus Film Series  
Coffee Houses  
College Bowl  
Fall Foliage Festival  
Homecoming Weekend  
Plant Sales  
Pumpkin Sales  
Outing Club Weekend Trips  
Christmas Semi-Formal  
Rat Olympics  
Multiple Sclerosis Dance Marathon  
Winter Weekend  
Parents' Weekend  
Travel Center Trips to Bermuda, Florida,  
Nassau, Colorado and Austria  
Spring Weekend



**Lectures, Conferences and Symposia**

Apocalypse Now? — Conference on Relationship Between Human Values and Warfare  
William Arrowsmith — Education  
Eugene Beam — Vice President of Economics and Corporate Development — Sperry-Hutchinson  
Harold Bloom — Literary critic  
Pat Carbine — Editor in Chief, *MS Magazine*  
David Cartwright — Project Sane  
*Catholicism, Conservatism, and The Political Right*  
Robert Choate — Fellow at the Institute of Politics, Kennedy School of Government, Harvard University  
Dayton Clewell — Former V.P. Research & Development — Mobil Oil  
William Connolly — Professor of Political Science-UMASS  
Rev. Robert F. Drinan, S.J. — Former Congressman  
Human Sexuality Seminars  
*The Irish Question: A Series of Addresses on the Irish Situation*  
Robert Kerr — Chairman of the Board — Winters National Bank and Trust  
Yuval Metser — Consul General of Israel for N.E.  
Carlos Moseley — Former New York Philharmonic President  
Dr. Khalil Nakhleh — President of the Association of Arab-American University Graduates — "The Legitimacy of the Palestinian Struggle"  
Dr. Herb Otto — *Human and Artificial Intelligence*  
Hasan Rahman — Director of Palestine Information Office  
World Hunger Symposium featuring author Michael Harrington



Saint Michael's believes that athletics are a special kind of social setting and an integral part of a liberal arts education, an arena in which individuals can learn a great deal about themselves and their relationship to others.

Also, few other areas of education have so visible a carry-over into life as sports like golf, tennis and skiing. In an age of growing awareness of the importance of fitness, participation in individual and team athletics can be a special part of one's individual growth.

We do not require participation in athletics, but at one time or another, nearly every student becomes involved in inter-collegiate or intramural sports. Intramural sports, organized on the residence hall level, give students the opportunity to participate in such diverse sports as wrestling, inner-tube water polo, archery and ultimate frisbee. More conventional team sports like soccer, flag-football, volleyball and basketball are the backbone of the intramural program.

An intramural coordinator, together with student athletic chairpeople, organizes the seasonal program, encouraging participation at all levels of ability in many different sports.

## Varsity Sports

### Men's Varsity

Basketball  
Cross-Country  
Golf  
Hockey  
Lacrosse  
Skiing  
Soccer  
Swimming  
Tennis

### Women's Varsity

Basketball  
Cross-Country  
Field Hockey  
Lacrosse  
Skiing  
Soccer  
Swimming  
Tennis  
Volleyball



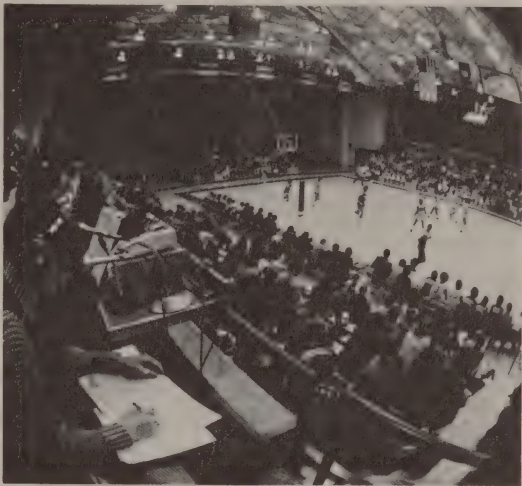


**Our Opponents**

Saint Michael's has a long tradition of "playing the best." The championships we have won mean more when the opponents scheduled are among the toughest in the East. Some of the opponents our various teams will meet in 1983-84 are:

Albany State	Middlebury
American	New Hampshire
International	College
Assumption	Plymouth State
Bates	Rhode Island College
Bentley	Sacred Heart
Boston College	Skidmore
Brandeis	St. Anselm
Bridgeport	St. John Fisher
Castleton State	St. Lawrence
Central Connecticut	Stonehill
Clarkson	SUNY-Plattsburgh
Colby-Sawyer	University of
Dartmouth	Maine-Orono
Johnson State	University of
Keene State	Massachusetts-
Lemoyne	Boston
Lyndon State	University of
Merrimack	Vermont

The Vincent C. Ross Sports Center is a top-notch facility with a 3,600 seat gymnasium and a six lane swimming pool with 1 and 3 meter diving boards. Playing fields, outdoor tennis courts and running trails provide plenty of space for athletic activities. A second gymnasium at the North Campus is used for poly-hockey and other intramural programs throughout the year.





In any college choice, it is important to consider the facilities at each student's disposal. One must have the tools necessary to learn. In the following paragraphs we have attempted to describe the Saint Michael's environment. We believe that our campus, coupled with the splendor of the Green Mountains and the vitality of the city of Burlington, offers a superb environment in which to learn, to recreate, to grow.

Saint Michael's Campus shares, and cherishes, an environment which by any standard is exceptionally beautiful. Mount Mansfield, Vermont's tallest peak, rises out of the morning mist to our east; and the view of the sun setting over Lake Champlain and the Adirondacks is often a spectacular one. Our own hilltop overlooks the winding Winooski River and covers a landscaped 430 acres, divided into the Main and North campuses.



## THE MAIN CAMPUS

In the beginning, Saint Michael's College was a mere farmhouse on the site where **Founders Hall** now stands. Founders Hall at one time housed each of the college functions including dorm space, dining hall, gym and classrooms. It now doubles as a residence hall and administrative office space. The bell tower atop Founders has long served as a symbol of Saint Michael's College.

**Jemery Hall** is the main classroom building. Many faculty members have offices here, along with the campus post office and many administrative offices. Our academic computer and many terminals for student use are also located in Jemery Hall. The **Financial Aid Office** is on the ground floor of Jemery.

**Klein Center** is another administrative and student service-oriented building. Aside from providing a gathering place for faculty, Klein houses the **Admissions Office** and **Student Resource Center**.

**Jeremiah Durick Library**, our library in the round, is designed to provide a comfortable place to study and use information resources. It accommodates about 500 readers and provides a number of small rooms for group or individual study.

The library, the 3rd largest in Vermont, contains over 120,000 volumes of bound books and periodicals, as well as an additional 40,000 volumes in microfilm. Periodical subscriptions number 1,000. There are about 35,000 items of non-conventional library materials such as slides, filmstrips, motion pictures, maps, musical scores, pamphlets, tapes and disc recordings.

Also housed in the library are twelve computer terminals for student use.

Through the Media Center, the library provides audio-visual service for the classroom as well as for extra-curricular activities. A regular staff of fifteen librarians provides service more than 100 hours per week when classes are in session.

In the event that a student cannot find material he or she needs, the Durick library participates in an inter-library loan program within the state and other libraries nationwide.





The **Michael and Margaret McCarthy Arts Center**, opened in 1975, is really the cultural center of the campus. The fine arts have long been of interest to our students and the McCarthy Arts Center provides a wonderful facility for their use. Among other capabilities, the center contains one of the most modern and well equipped theaters in the nation. The proscenium type theater is the scene of many student and professional productions, including a summer stock program with Equity Actors.

Music is another major emphasis at the McCarthy Arts Center. Acoustically, the recital hall is very refined and in addition to providing a superb auditorium for visiting vocal and instrumental artists, the recital hall gives students and student groups the opportunity to perform on campus. The building contains music practice rooms, a recording booth and electronic recording equipment for student and instructional use.

**Cheray Science Hall** is the science classroom and laboratory building and has been used by the many Saint Michael's graduates who are now in the medical and science professions. Although one of the oldest buildings on campus, the facility holds some of the most modern research equipment for student use. It is not unusual

to see students conducting experiments with laser beams or radioactive materials. The **Holcomb Observatory**, across the street, is used by students in their study of astronomy.

The College's center of athletic activity is the **Vincent C. Ross Sports Center**. Athletic directors and coaches from all parts of New England have called this complex "the finest all-around athletic facility in New England." Included in the building are a 3,600 seat gymnasium with four full basketball courts, two volleyball courts and three badminton courts. During the winter months, the sports center also houses a roll-out tennis court. The gym has been the site of Vermont State High School basketball tournaments, professional tennis exhibitions, and Harlem Globetrotters games.

In other areas of the sports center are an NCAA regulation six-lane swimming pool with 1- and 3-meter diving boards, fully equipped men's and women's locker rooms, complete training facilities, a weight and exercise room and dance studio. Surrounding the Ross Center are fields for soccer, baseball, field hockey, football, lacrosse and softball, as well as outdoor tennis courts and a hockey rink in the winter.





**Bergeron Education Center** features a modular classroom unit that can be adjusted in size according to the individual situation, faculty offices and a seminar room.

**Alumni, Joyce, Lyons, and Ryan** are the main residence halls. They are located in a landscaped quadrangle within easy walking distance of the classrooms, library, sports center, and student center.

**Hodson Hall** is one of the newest of our residence halls. Completed in the fall of 1978, Hodson offers a suite-type living situation for about 50 upperclassmen.

When the first phase of the **Townhouse Apartments** opened in September, 1981, they ushered in a new type of residence hall living at Saint Michael's College. The completion of the final Townhouse units in 1982 assured close to 300 upperclass students of the option to reside in a Townhouse.

Each unit houses four students in two-story apartments with either two double bedrooms or four single bedrooms on the second floor. The first floor contains a living room, dining area, kitchen facilities and storage space. Each apartment is fully furnished with solid oak furniture, carpeting, drapes and kitchen appliances.

In addition each Townhouse is very energy efficient, utilizing heat storage systems and high R-value insulation. Students who make a conscientious effort to conserve energy throughout the year will receive a rebate on energy costs.

Student life really revolves around the **Alliot Student Center**. Housing the main dining hall, the snack bar and the bookstore, the Student Center is always jumping with activity. The Rathskeller, licensed by the State of Vermont to sell beer



and wine, was built and is managed by students for the students, faculty and staff of Saint Michael's. Lounges on both floors provide space for TV watching, socializing and studying. Many student organizations have office space in the building and a game room provides a diversion for the Pac-Man or ping pong lover.

The **Chapel of Saint Michael the Archangel** is the spiritual center of the campus. The Sunday folk mass attracts capacity crowds with its special feeling of closeness. Participation in many aspects of the liturgy is encouraged. Contemporary in design, the chapel, which seats 1,000, is often the scene of concerts and recitals as well as religious celebrations.



**Key to Saint Michael's College**

- |                                            |                        |                                         |                   |                                    |                               |
|--------------------------------------------|------------------------|-----------------------------------------|-------------------|------------------------------------|-------------------------------|
| A. Interchange: I-89 and Vt. Route 15 East | 5. Jemery Hall         | 12. Chervy Science Hall                 | 18. Hodson Hall   | 24. Townhouse Cluster              | 28. Bergeron Education Center |
| 1. Ross Sports Center                      | 6. Holcomb Observatory | 13. Alken Mall                          | 19. Lyons Hall    | 25. Soccer/Football/Baseball Field | 29. Aquinas Hall              |
| 2. Durick Library                          | 7. Prevel Hall         | 14. Dupont Tower                        | 20. Joyce Hall    | 26. Field Hockey/Athletic Fields   | 30. Residence Hall            |
| 3. McCarthy Arts Center                    | 8. St. Edmunds Hall    | 15. Chapel of St. Michael the Archangel | 21. Ryan Hall     | 27. Cross-Country Ski Trail        | 31. Townhouse Cluster         |
| 4. Klein Center/Admissions Office          | 9. St. Joseph's Hall   | 16. Allot Student Center                | 22. Alumni Hall   |                                    | B. To North Campus 1 mile     |
|                                            | 10. Senior Hall        | 17. Nicolle Hall                        | 23. Tennis Courts |                                    |                               |
|                                            | 11. Founders Hall      |                                         |                   |                                    |                               |



## THE NORTH CAMPUS

Our North Campus was at one time an army fort built to protect the area from the threat of an invasion from the North. This historic landmark now provides space for a number of organizations, including Saint Michael's College. "The Fort" is located just one mile from the Main Campus. A shuttle bus, which runs every 15 minutes, connects each campus. During the warmer months faculty and students enjoy walking or bicycling between campuses.

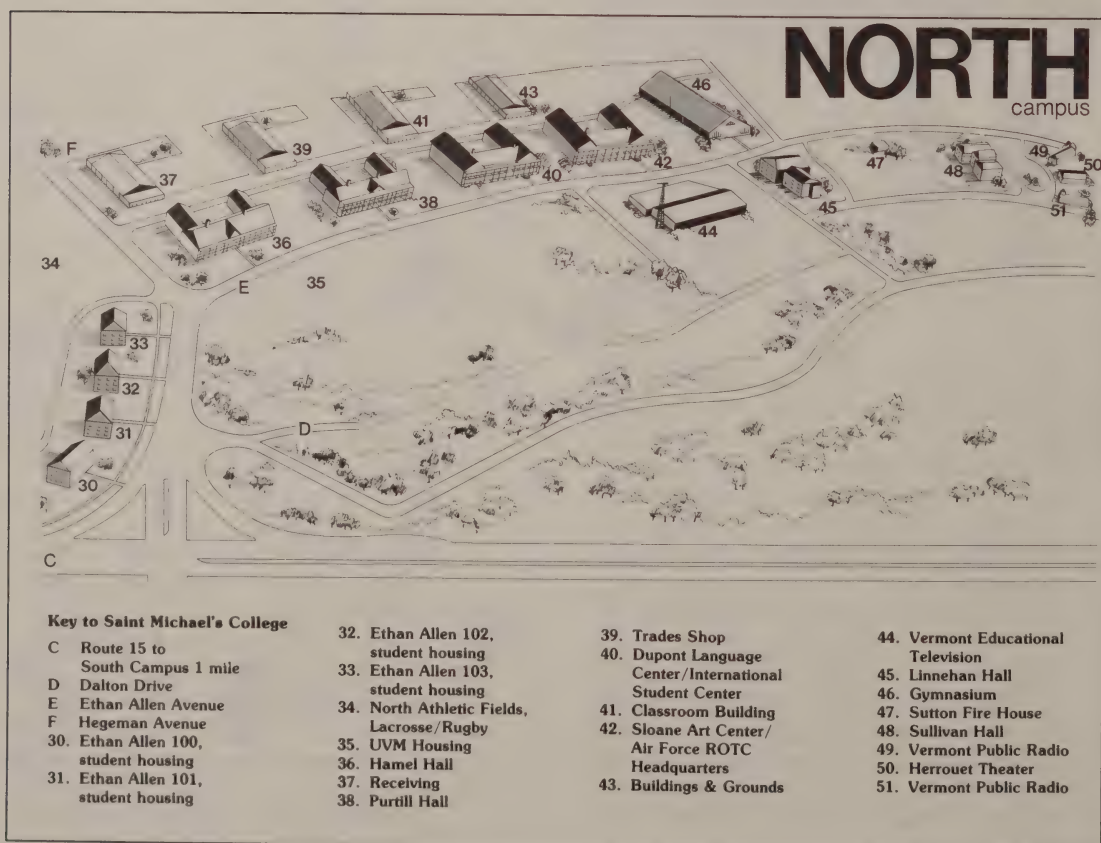
On the North Campus there are a number of small residence halls. Some are regular dormitories while others are apartments. This is often thought of as preferred housing and is usually reserved for upperclassmen. Dining facilities are also available to residents of the North Campus. A number of classroom buildings are located at the Fort and it is not unusual to have classes on both the North and Main Campus. Many faculty offices are located on the North Campus.

One of the major buildings is the **Dupont Language Center**. Besides providing language laboratories for students of the modern languages, Dupont is also the headquarters of our **International Student Program**.

The **Sloane Art Center** provides space for a diversity of activities including studios for painting, sculpting, drawing and graphics. The Journalism Department is located in the building, sharing a news wire service with WWPV-FM, our own student operated 100 watt radio station.

Other facilities on the North Campus include a theater used for classes, play productions and films, several classroom buildings and our fire station. One of these buildings houses the studios of the Vermont Public Radio Station for the northern part of the state.

The North Campus, with its echoes of horse-mounted soldiers and elaborate officers' homes, is an active segment of Saint Michael's College. Its tree lined streets and conveniently located residence halls are a wonderful supplement to the facilities of the Main Campus.





# THE BURLINGTON, VERMONT AREA

A large part of your four years at Saint Michael's College will be Vermont and the greater Burlington region. Few places in the United States offer a setting of such extraordinary beauty and diverse opportunity.

The thought of Vermont usually brings to mind acres of rural farmland, rugged pine covered mountains and quaint, steeped villages. Vermont is all of this and much more, but the Burlington area is a truly unique combination of all that is rural with some of the attractions of an urban community. While Burlington is admittedly not the "big" city, it is the largest city in the State of Vermont and a vibrant one, at that. With the University of Vermont, Champlain College and Trinity College located within a five mile radius, the students of Saint Michael's share Burlington's resources with many other college students. The presence of the colleges contributes to Burlington's personality as a very active town.

The Lane Series, a cultural events program run throughout the year under the auspices of the city of Burlington and the University of Vermont, brings internationally known artists to the town. The events are held at locations throughout the area, including the Saint Michael's campus.

Among the recent events in the series were:

The plays *Children of a Lesser God*, *Annie*, *Amadeus*, *Tintypes* and *The Acting Company*; the Prague Symphony and Murray Perahia; Chick Corea, Pat Metheny and B. B. King, to name a few.

Jazz aficionados will be pleased at the number of artists in the area and bluegrass lovers will marvel at the number of gatherings dedicated to this genre of music. Vermont has long been an attractive haven for artists, writers and musicians and the residents of the Burlington area reap the benefits in many ways.

Several drama groups are active in the region throughout the year but the summer is especially lively with professional theater at Saint Michael's summer playhouse and the Shakespeare Festival at UVM's Royale Tyler Theater.

For students interested in a night on the town there are many local restaurants catering to a variety of tastes and several night spots for dancing and socializing.

For those who would like to have the







option of visiting a large, cosmopolitan city, Montreal is about 90 miles away. Organized trips to hockey games, concerts and other events are often sponsored by student groups. For a day of sightseeing or shopping, driving to Montreal is like being transported to Europe. The international flavor of the city, from Old Montreal to the Olympic site, makes a day trip truly unique.

For all the advantages of the city, the real benefit of living in Burlington is the opportunity to escape from it. From the shores of Lake Champlain to the peak of Mt. Mansfield, the nature lover will find hundreds of diversions and many beautiful spots, seemingly untouched by human hands. Local ski areas include Stowe-Mt. Mansfield, Smugglers' Notch, Sugarbush North-South, Mad River Glen and Bolton Valley. Some of the best skiing in the East is within a forty-minute drive of Saint Michael's College. Students who do ski generally find transportation to the areas to be available. Many specially priced packages for students are also available at the ski areas.

Cross-country skiers will find miles of groomed trails, cross-country lodges and acres of forest to ski in around the area. The Saint Michael's campus itself has about ten miles of cross-country trails and rental skis for students who would like to try the sport.

The Long Trail, and its system of side trails, provides miles of hiking trails and camping areas on both Camel's Hump and Mt. Mansfield, the tallest peaks of the Green Mountains. The Saint Michael's Outing Club sponsors instructional hikes and weekends for novices and organizes other trips for more experienced outdoors people. The Lamoille and Winooski Rivers are great for fishing and canoeing during the spring and one of the best ways to learn about Chittenden County is to bicycle through the back roads and by-ways of the area during the spring and glorious fall.

We could go on and on about the merits of Burlington and the surrounding area, but we are also quick to point out that it is not the place for everyone. With an average snowfall of about 100 inches per year and frequent low temperatures, a love of winter is essential. It is also important to understand that while Burlington offers extraordinary opportunities for a city of its size, it is not comparable to a city the size of Boston or Philadelphia.

As with the campus, the best way to learn about Burlington is to take the time to visit the city and to explore its many personalities. Again, Vermont is a very special part of the years you may spend at Saint Michael's and should be an important consideration in your decision.



FINANCIAL INFORMATION

Among the considerations in your college decision will be how much you are able to pay for the type of education you desire. In making your decision, you should carefully weigh the quality of an academic program, the size and location of an institution, the degree of personal attention you will receive and the goals and objectives of the College. The following fees\* are required of all full-time students. The amounts shown are for the entire year, half of them due at the beginning of each semester.

Fall charges are due August 12th. Spring charges are due December 16th. No student will graduate or receive grades or transcripts of records unless all financial obligations have been met.

UNDERGRADUATE TUITION AND FEES

**Application Fee** — An application fee of \$20.00 is charged to all applicants. This fee is not refundable and must be paid before the application is processed.

**Deposits** — When a student is accepted for matriculation at Saint Michael's College he/she will be asked to make a guarantee deposit of \$150.00 within a specified time after receiving notice of acceptance. This deposit will be applied to the initial semester's tuition bill. THIS FEE IS NOT REFUNDABLE.

Returning students will make a preregistration tuition deposit of \$150.00 on or before preregistration in March. This amount will be credited to the students' account as part payment of charges when billed.



\*Fees are subject to approval by the College Board of Trustees and subject to change without notification.

Annual College Expenses	
Tuition .....	\$5,929 ✓
Room (standard, double) .....	1,272 ✓
Single (if available) \$133 additional	
Hodson Hall, \$428 additional	
Ethan Allen Apartments, \$153 additional	
Townhouse Complex \$428 additional*	
Board (21 meal plan) .....	1,237 ✓
(13 meal plan — \$1,120)	
Student Activities Fee (includes student social activities) .....	62 ✓
Total (double occupancy room and 21 meal plan) .....	\$8,500 ✓

TUITION

Students registered for 12 credit hours or more are full-time students and their estimated expenses are listed in the fee schedule. Students registered for less than 12 credits are charged per credit. This charge is \$220.00 per credit or audit plus a library fee of \$25.00.

Full-time students (five courses) whose quality point average at the end of the previous semester was 3.0 may take a sixth course without charge.

Other students may take a sixth course at a charge of \$105.00 per credit.

Fee for Private Study with a Cooperating Artist is \$200.00 per credit. This is not considered part of the regular tuition cost, nor is it refundable.

ROOM AND BOARD

Room and board charges for the standard College living centers are \$2,509 for the year, payable \$1,254.50 per semester. This includes 21 meals per week. Both single rooms and preferred housing have differential charges, as noted in the comprehensive fee schedule.

All students living in College housing, with the exception of those living in the Townhouse complex, Ethan Allen Apartments and Hodson Hall, are required to take meals in the College dining hall.

Students who do not reside on campus may elect to take their meals in the College dining hall. Individual meal tickets may be purchased by any student at the food

\*This charge includes a fee of \$300.00 to cover energy costs. Student conservation efforts in each apartment may result in an energy rebate at the end of the academic year.



service office.

The College provides a linen and blanket rental service for students at a nominal fee. The fees are \$60 for linen and \$15 per blanket for each academic year. Reservations for linen and blankets may be made upon arrival.

Expenses listed here are estimates and are subject to change.

## FEES

The student activities fee is self-imposed by the students. This fee is given to the Student Association to fund certain activities designated by the students.

A *graduation fee* of \$50, charged to all seniors, covers the expenses of the diploma, and the rental of a cap and gown for commencement. This fee is payable even if a graduate does not attend the commencement exercises.

A *laboratory fee* of \$35 each semester is charged for each of the courses in laboratory science.

A *laboratory fee* of \$20 each semester is charged for Modern Language 103-5 and 203-5 courses.

A *studio fee*, specified in the course descriptions, is charged for some art courses.

A \$20 fee each semester is charged for all students enrolled in *computer science* courses.

A *late registration fee* of \$10 is charged to students who are late in registering at the beginning of a semester.

The College also has available, at a cost of \$65, a hospital-medical-surgical plan. A brochure detailing the plan is available with the first semester billing. This insurance is mandatory unless a waiver card is filed with the College for each academic year. The policy covers the student for 12 months, beginning September 1st, on campus, at home or traveling. Due to rising costs of hospitalization, these charges may increase. Parents are encouraged to check company or personal hospital-medical-surgical plans to see if their son or daughter is covered under the provisions of that plan.

It should be clearly understood that the Athletic Department is *not* responsible for any expenses incurred through athletically related injury or illness. The Athletic Department does, however, cover student-athletes in its varsity sports programs for a maximum health coverage of \$20,000 for athletically related injury with a *deductible clause* of \$1500. This simply means that each student-



athlete is responsible for the cost of any *varsity sports related* injury up to the amount of \$1500 or the amount beyond which his/her own personal policy coverage ends. Any expense, after the deductible of \$1500, not covered by one's own policy, for any single injury, is covered by our NACDA Policy of the Continental Agency Company, Salt Lake City, Utah.

### **Change of Course or Section –**

Students may request a change of course or section up to and including registration day of either term without charge or penalty. They may also make such requests after one class meeting during the first week of class, in either term, without charge. A \$5.00 fee, payable at the time of the request, will be charged for all course changes made after the first week of classes. If the change cannot be approved the fee will be refunded. The last days for course or section changes are two weeks after the first class meeting within a semester.

**Additional Courses –** Extra courses carried for credit or as audit by upperclassmen are charged at the rate of \$105 per credit hour.



## TEXTBOOKS AND SUPPLIES

Each student is responsible for purchasing his/her own textbooks and supplies from the college bookstore. The estimated cost of all textbooks and supplies for the academic year is \$225.00. This amount will vary according to each program of study in which the student is enrolled.

## PAYMENT OF FEES

All general fees are to be paid in full prior to the beginning of each semester upon receipt of a statement from Saint Michael's College. Money orders or bank drafts should be made payable to Saint Michael's College and sent, preferably by registered mail, directly to the Treasurer's Office.

For those parents who prefer to pay educational expenses in monthly installments, Saint Michael's College has approved the following plans:

1. Richard C. Knight Agency  
Insured Tuition Payment Plan  
53 Beacon Street  
Boston, MA 02108
2. Academic Management Service  
P.O. Box 1000  
Pawtucket, RI 02862
3. The Tuition Plan  
Concord, NH 03301

Detailed information concerning these plans is mailed to parents each summer.

Special fees may have to be paid by the student after registration since many of the fees are determined only at registration.

With regard to the payment of fees the following regulations should be carefully noted:

1. No reduction in semester fees is made on account of the late entrance of a student.
2. Unless a student's accounts have been settled as indicated above, he/she will not be allowed to register in September or to continue in the second semester.
3. All accounts are due and payable at the beginning of each semester. Failure to make payment at that time will mean that the student will not be allowed to register or remain at the College. In certain cases, special arrangements may be made with the Treasurer's Office for late payment. Failure to comply with such arrangements will result in dismissal of the student.

4. If a student leaves the College for any reason without having settled all his/her accounts, any request for transcripts, reports of grades, information concerning academic or disciplinary standing, et cetera, will not be honored by the College. Likewise, diplomas of graduating seniors will not be released until accounts have been fully settled.
5. Any scholarship awarded by the College, over which the College exercises control, such as National Direct Loan funds, is credited to the student's account equally over both semesters. If a student is awarded \$400, for example, \$200 will go toward the payment of the first semester fees and \$200 toward the second semester fees.
6. Unless a student has already paid his/her accounts in full any money earned under the student aid program is credited to his/her account.





## REMISSION OF FEES

A student who withdraws from Saint Michael's must notify the Registrar in writing. Merely ceasing to attend classes does not constitute official withdrawal. A student who leaves the College without completing the withdrawal form or who is suspended or dismissed from the College is not entitled to a refund. The date of the official notice of withdrawal received by the Registrar is the date used in computing any refund. Such refund, assuming that all financial obligations for the year have been met, will be computed as shown in the chart below.

Student activity fees will not be refunded.

The advance deposit of \$150 for return-

ing students is refundable until July 1st. After July 1st the deposit will be forfeited; however, any payments in excess of the \$150 will be refunded.

Board charges for unused full weeks will be refunded for those students withdrawing from the college with proper notification to the Registrar, and the surrender of the I.D. card to the controller.

## EMERGENCY LOAN FUND

Short term small loans are made available, without interest, to students who experience unexpected emergencies. For further information contact the Treasurer's Office.

### FEE REMISSION SCHEDULE

<b>Withdrawal within # of weeks of Start of Semester</b>	<b>Dates 1st Semester</b>	<b>Dates 2nd Semester</b>	<b>% Refund</b>
2	9/20/83	1/23/83	80%
3	9/27/83	1/30/83	60%
4	10/4/83	2/6/83	40%
5	10/11/83	2/13/83	20%
After 5th	10/12/83	2/14/83	No Refund

## FINANCIAL AID

Saint Michael's College gives *all* students an equal opportunity for financial aid, regardless of race, color, religion, age, sex, national or ethnic origin, or handicap.

While Saint Michael's College subscribes to the philosophy that the primary responsibility of meeting costs of a college education rests with the parents of students, it also realizes that under present economic conditions there are families who do not have available means to send their children to a private college. In recognition of this fact, Saint Michael's College uses every possible means to bridge the gap that may exist between family resources and college expenditures.

Financial aid, consisting of scholarships, grants, loans, and work opportunities, is granted to students who cannot provide the full cost of a college education through their own and their families' reasonable efforts. The primary purpose of financial aid is to provide assistance to students who, without such aid, would be unable to attend college.

The family of a student is expected to

make a maximum effort to assist the student with college expenses and any assistance should be viewed only as supplementary to the efforts of the family.

Financial Aid at Saint Michael's College is awarded on the basis of financial need as computed by the College Scholarship Service, The American College Testing Program, or any other agency approved by the Federal Government for determining student financial need. Some of the factors that are taken into consideration in determining the family's financial strength are: current income, number of dependents, other educational expenses, debts, retirement needs and unusual circumstances.

All aid recipients must file for renewal each year. A student may assume that Saint Michael's College will provide comparable financial assistance in subsequent years. However, as family circumstances and/or availability of Federal, State, and Institutional funding change, so may the amount or distribution of financial aid.

Most financial aid is awarded on the basis

of financial need. There are three types of financial aid: (1) Grants and Scholarships — awards which do not have to be repaid; (2) Loans — money borrowed which must be paid; (3) Work-study — part-time employment opportunity which covers a portion of college costs.

## APPLICATION PROCEDURE

### Entering Freshmen

1. File an application for admission with the Dean of Admissions. Complete the Financial Aid Application enclosed with admission application and return the completed Financial Aid Application to the Director of Student Financial Aid no later than **March 15**.
2. All applicants must mail a copy of their parents' **1983 Federal Income Tax Return** to the Financial Aid Office by **March 15, 1984**.
3. Obtain a **Financial Aid Form**, prepared by the *College Scholarship Service*, Princeton, NJ, or the **Family Financial Statement** prepared by the *American College Testing Program*, Iowa City, Iowa, from your guidance office. All Vermont residents must complete the **Family Financial Statement** of the *American College Testing Program* as it is the one required by the Vermont Student Assistance Corporation in determining eligibility for the Vermont State Incentive Grant.

### Upperclassmen

1. The applicant should obtain a Financial Aid Application and either a **Financial Aid Form** or **Family Financial Statement** from the Financial Aid Office; forms will be available prior to Christmas vacation. This procedure must be followed for each year you wish to be considered for aid.
2. All applicants must mail a copy of their parents' **1983 Federal Income Tax Return** to the Financial Aid Office by **March 15, 1984**.
3. Application should be completed by the applicant and his/her family and submitted to the **College Scholarship Service**, Princeton, New Jersey or the **American College Testing Program**, Iowa City, Iowa no later than **March 15**.

## GRANTS

Grants are awarded to students who without such assistance would be unable to attend Saint Michael's College. The basic requirement for consideration is financial need and good academic standing.

**Saint Michael's College Grants-in-Aid** are awarded to students who have financial need and a good academic record.

**Supplemental Educational Opportunity Grants** are sponsored by the Federal Government and are administered by Saint Michael's College. Supplemental Educational Opportunity Grants are awarded to students showing exceptional financial need, and are renewable each year under normal circumstances.

**Pell Grant** (Formerly known as *Basic Educational Opportunity Grant — BEOG*.) You may apply for this grant if you are an undergraduate student enrolled on at least a half-time basis in a program of study which is six months in length or longer. Application is through **Financial Aid Form** or **Family Financial Statement**.

## FRESHMAN HONOR TUITION SCHOLARSHIPS

A limited number of Freshman Honor Tuition Scholarships, covering the cost of tuition per annum, are given each year by Saint Michael's College. Students receiving such scholarships must maintain a quality point average of at least 3.0 their freshman year, and 3.0 each semester thereafter. Failure to maintain this average will result in loss of scholarship. These scholarships must be applied toward tuition at Saint Michael's College and are not transferable to another college. **Candidates must be accepted for admission before March 15**. The Admissions Committee will submit a list of eligible candidates to the Financial Aid Committee.

## CHITTENDEN COUNTY HONOR TUITION SCHOLARSHIPS

This honor tuition scholarship program was established through contributions from the County business community. These scholarships cover the cost of tuition per year. One scholarship is designated for each school in Chittenden County. The best qualified (maximum of 5) candidates will be awarded. This scholarship is for tuition only and the same requirements apply for this as the Freshman Honor Tuition Scholarships. **Candidates must be nominated by their high school principal by February 15**.



## **SAINT MICHAEL'S COLLEGE VERMONT JUNIOR MISS SCHOLARSHIP AWARD**

A limited number of scholarships, with annual stipends of \$2,500, are given each year by Saint Michael's College to qualifying finalists of the Vermont Junior Miss Pageant. Students receiving such scholarships must maintain a quality point average of at least 3.0 their freshman year, and 3.0 each semester thereafter. Failure to maintain this average will result in loss of scholarship. These scholarships must be applied toward tuition at Saint Michael's College and are not transferable to another college.

## **AFROTC COLLEGE SCHOLARSHIP PROGRAM**

Established under Public Law in 1964, this program awards scholarships on a competitive basis to those applicants who have at least a 2.5 cumulative QPA and pass the Air Force Officer Qualifying Test and Air Force physical exam. High school seniors must submit applications for four-year scholarships by fall of the senior year. (Application forms may be obtained from the Department of Aerospace Studies, Saint Michael's College). Freshmen and sophomores at Saint Michael's College should apply for three- and two-year scholarships, respectively, by contacting the Department of Aerospace Studies. The scholarships include full tuition, books, laboratory fees, plus tax-free subsistence pay of \$100 per month.

## **ARMY ROTC SCHOLARSHIP PROGRAM**

Saint Michael's students enrolled in UVM Military Studies courses are eligible to compete for Army ROTC Scholarships. The scholarships include full tuition, fees, books and classroom supplies plus a tax free subsistence allowance of \$100.00 per month. Interested students should contact the Department of Military Studies, 601 Main Street, UVM or call (802) 656-2966.

## **FAMILY DISCOUNT PLAN**

Family discounts are awarded when two or more dependent children of the same family are simultaneously enrolled as full-time students during a given semester in the undergraduate program at Saint Michael's College. A \$500 grant per semester will be awarded to any sibling who is subsequently enrolled. If any sibling is receiving a full tuition scholarship they are not eligible for the discount.

## **ATHLETIC AWARDS**

The names of possible recipients will be submitted to the Financial Aid Committee by the Director of Athletics. The Financial Aid Office will inform students of awards and of the regulations set forth in the constitution of the National Collegiate Athletic Association. The Financial Aid Committee will be notified of the budget for athletics.

## **ENDOWED SCHOLARSHIPS**

**The Reverend J. F. Audet Scholarships** are awarded to needy and deserving students from St. Francis Xavier Parish of Winooski, Vermont, founded in 1906 and 1917. Provides income on \$7400.

**The Christopher G. Brooks Memorial Scholarship** was established by Mr. and Mrs. William T. Brooks of Hempstead, New York, in the name of their son Chris, a member of the Class of 1979. The scholarship receives support from the Brooks family and members of the Class of 1979. It provides income on \$8,600.

**The Thomas J. and Marie W. Burke Scholarships** are awarded every year, first, to American Blacks from southern states or, for lack of such candidates, to any students of promise who would not otherwise be able to benefit from a Saint Michael's College education. This scholarship, founded in 1962, provides income on \$48,000

**The Monsignor W. J. Cain and Paul Cain Memorial Scholarship** is awarded to a needy student resident of the State of Vermont. It provides income on \$81,400.

**The Vermont State Court of Catholic Daughters of America** provides an annual scholarship of \$100 to a needy woman student.

**The Catholic Order of Foresters Scholarship** is awarded to a student of Vermont, preferably a Forester's son, who is a candidate for the priesthood. This scholarship, founded in 1914 by the State Court, Catholic Order of Foresters, is good for two years at Saint Michael's College and provides a stipend of \$300 per year. Applications must be filed with the Chancery Office, 351 North Ave., Burlington, Vermont.

**The Edwin W. Conlan Scholarships** are awarded to deserving students. This scholarship, founded in 1973, provides income on \$436,000.

**The Alice F. Conway Scholarships** are awarded to deserving students. This scholarship, founded in 1973, provides income on \$208,000.

**The Daughters of Isabella Scholarship** provides a grant of \$500. It is awarded each year to a deserving and needy woman student from Vermont.

**The Mary R. Derway Scholarship** is used as a tuition scholarship or scholarships for students who are otherwise financially unable to attend Saint Michael's College. preference is given to young men aspiring to the priesthood, who, in the judgment of the Committee on Scholarships, are considered most worthy of such assistance. The scholarships, founded in 1952, provides income on \$47,800.

**The Rev. Gerald E. Dupont, S.S.E. Tuition Scholarship** will be awarded to one member of the Freshman Class covering one-half the cost of tuition per annum. Students receiving such a scholarship must maintain a quality point average of at least 3.0 their freshman year, and 3.0 each semester thereafter. Failure to maintain this average will result in loss of scholarship. This scholarship must be applied toward tuition at Saint Michael's College and is not transferable to another college. Provides income on \$140,000.

**The Lawrence J. and Margaret B. Early Scholarships** are awarded to assist worthy, needy students preparing to become physicians and priests. Preference is given to students sponsored by the Southern Missions of the Society of St. Edmund. This scholarship was founded in 1977. Provides income on \$110,000.

**The Henry G. Fairbanks Scholarships in the Fine Arts** are awarded to needy and deserving students who display interests in reviewing, promoting and reporting on the fine arts. Provides income on \$25,000.

**Desiree L. Franklin Scholarship Funds** are awarded to needy and deserving students. Provides income on \$52,000.

**The Ector P. Goble Scholarship Fund** is to be used for a young person studying for the priesthood. The scholarship, founded in 1979, provides income on \$52,938.

**The Peter "Buck" Healy Scholarship Fund** is awarded to a student who is in good academic standing and has at least a 3.0 overall average. Financial need must be demonstrated. Students with a physical handicap receive special consideration.



Freshmen are not eligible. This scholarship, founded by the Class of 1974, provides income on \$8,000.

**The Kinsella Memorial Scholarship** is awarded to a student from St. Peter Parish of Rutland, Vermont, who wishes to prepare for the priesthood. This scholarship, founded in 1935, provides income on \$4,900.

**The Knights of Columbus Scholarship** is awarded to a young man who feels called to the priesthood. This scholarship was founded in 1929 and is provided by the Vermont State Council. Applications must be filed with the Chancery office, 351 North Ave., Burlington, Vermont.

**The Martin Lahey and Mary Lahey Scholarships** are awarded to needy students. This scholarship, founded in 1974, provides income on \$21,900.

**The Lamoille County Scholarship** is awarded to needy students. This scholarship, founded in 1956, provides income on \$6,900.

**The Josephine Lanoue Scholarships** are awarded to needy and deserving students from Vermont. This scholarship was founded in 1966 and provides income on \$35,000.

**The Victor Lemieux Scholarships** are awarded to needy students. This scholarship fund was founded in 1970 and provides income on \$53,000.

**The Reverend William Lonergan Scholarship** is awarded to a needy student from Rutland, Vermont, studying for the priesthood. This scholarship, founded in 1911, provides income on \$1,900.





**The Margaret E. McCarthy Scholarships** are awarded to Fine Arts students. Founded in 1979, the scholarship provides income on \$26,750.

**The Michael McCarthy Scholarships** are awarded to needy students. This scholarship fund provides income on \$100,900.

**The Joseph W. McGee Scholarship** for the education of needy priests attending Saint Michael's, founded in 1979, provides income on \$10,400.

**The Charles Merrill Trust Scholarships** are awarded to needy students of the Roman Catholic faith. This scholarship fund, founded in 1973, provides income on \$37,000.

**Charles E. Merrill Trust Grant.** This scholarship established 1978 with \$26,000. Scholarships for students of the Roman Catholic faith studying business administration.

**The Lucy Morrissey Scholarships** are awarded to needy and deserving students. This scholarship fund provides income on \$19,900.

**The John Michael Orgera Memorial Scholarship** was established in January, 1979, by Dr. and Mrs. Walter L. Orgera of Stamford, Connecticut, in the name of their son John Michael, a member of the Class of 1982. It provides assistance on \$6,400.

**The Reverend Leon Paulin Scholarships** are awarded to needy and deserving students with concentrations in Art, Drama, Music or anyone exhibiting talent following at least three courses in the above concentrations. Students must maintain a 3.0 QPA. Provides income on \$25,000.

**The Reverend Pauliot Scholarship** is awarded to a needy student from Essex Junction, Vermont. This scholarship fund was founded in 1926 and provides income on \$12,000.

**The Reverend Norbert Proulx Scholarship** is awarded to a needy student of St. Joseph Parish of Burlington, Vermont, or of Immaculate Heart of Mary Parish of Rutland, Vermont, or of Sacred Heart of Jesus Parish of West Rutland, Vermont, or of Our Lady Star of the Sea Parish of Newport, Vermont. This scholarship, founded in 1922, provides income on \$12,400.

**The Reverend C. E. Provost Scholarship** is awarded to a needy student of the Sacred Heart Parish of Bennington, Vermont. This scholarship, founded in 1918, provides income on \$12,400.

**The L. Elizabeth and Napoleon J. St. Pierre Scholarship.** Preference is to be given to such aspirants to the priesthood who are members of St. Joseph's parish of Burlington, Vermont, and other French speaking aspirants in the Diocese of Vermont. This scholarship, founded in 1975, provides income on \$6,300.

**The Right Reverend James D. Shannon Scholarship** is awarded to freshman and sophomore students studying for the priesthood, who are members of the following Vermont parishes; St. John the Baptist of Enosburg Falls; St. Patrick of Fairfield; St. Thomas of Underhill Center; St. Mary of Middlebury; St. Charles of Bellows Falls; St. Francis de Sales of Bennington. Preference is given in the order of the parishes named. The pastors of the above named parishes must recommend the beneficiaries of this scholarship. The selection of the candidate rests in the first instance with the Bishop of Burlington. If the Bishop makes no selection, the Committee on Scholarships chooses the candidate. This scholarship, founded in 1936, provides income on \$16,000.



**The Celine Slator Memorial Award** is awarded to a student concentrating in Journalism. Student must be a Vermont resident who displays an interest in reviewing, promoting and reporting on the arts. Preference will be given to women in their Junior or Senior year demonstrating financial need with outstanding academic ability. Provides income on \$11,400.

**Cleveland A. Williams Memorial Scholarship** will be awarded to one member of the freshman class. Students receiving such a scholarship must maintain a quality point average of at least 3.0 their freshman year, and 3.0 each semester thereafter. Failure to maintain this average will result in loss of scholarship. This scholarship must be applied toward tuition at Saint Michael's College and is not transferable to another college. Provides income on \$10,890.

**The Michael and Zarifa Ziter Memorial Scholarship** was established in 1981 through the efforts of Fr. Nelson B. Ziter, son of the above. The scholarship is awarded to needy and deserving U.S. citizens. Preference is given to students of Lebanese descent. Selection is made by the Society of St. Edmund. This scholarship fund provides income on \$30,000.

## COLLEGE WORK STUDY PROGRAM

The College Work-Study Program is sponsored by the Federal Government and is administered by Saint Michael's College. The Program provides part-time employment on/off campus for students who are in need of earnings from such employment to pursue a course of study at Saint Michael's College. Students must have maintained at least a 2.0 Q.P.A. during the prior semester in order to work.

## LOANS

**National Direct Student Loans** are an important financial aid resource available to students who need help and who are willing to pay for part of their current education with their future earnings. Loans may be granted to provide supplementary assistance to students receiving other forms of aid, or to help students with genuine need where scholarship and grant funds are not available. While a student is enrolled in at least one-half of the normal academic workload no interest is paid on his/her loan and no repayments are expected.

Repayment begins six months after graduation or when a student ceases to carry at least one-half the normal academic workload. There are provisions for deferment while attending graduate school; serving in the Armed Forces, Peace Corps, VISTA; or a full-time teacher of handicapped children, or in low-income areas as defined in the *Federal Register*. The loans bear interest at the rate of five percent per year on the unpaid balance.



## STATE STUDENT ASSISTANCE PROGRAMS

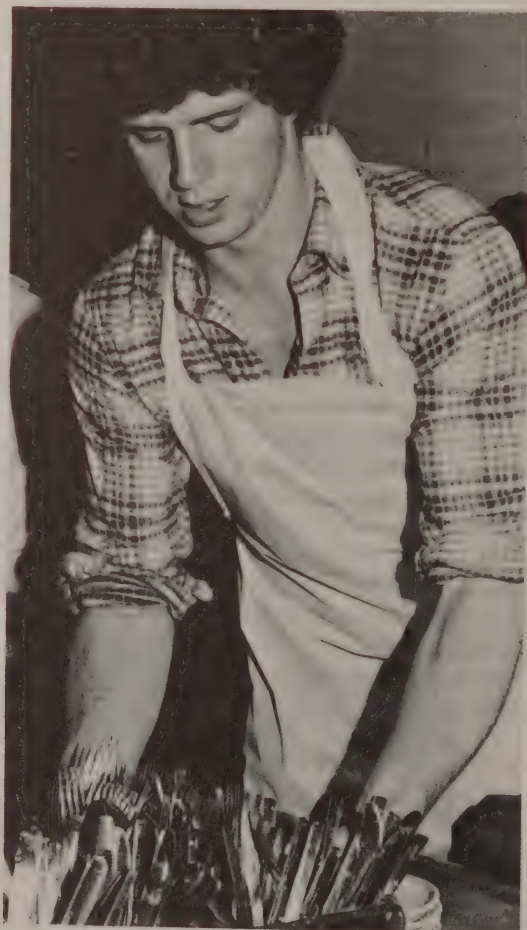
State scholarships, grants and loans are increasing each year for undergraduate studies. Students are encouraged to apply for such assistance and are supported in the applications by Saint Michael's College. Applications and brochures are available from your high school guidance counselor or Financial Aid Office.

Scholarships and grants vary greatly in each state; however, the guaranteed loan programs are basically the same. Generally the following regulations have been adopted by each state:

1. To be eligible, a student must be a United States citizen or a foreign national who intends to become a citizen. The applicant must be accepted or enrolled at Saint Michael's College.
2. Funds are made available by banks, credit unions or savings and loan associations that are participating in the student loan programs in your state. The amount a student may borrow depends upon state statutes. Maximum limits are \$2,500 per school year for undergraduate studies. The loans bear interest at the rate of nine percent per year on the unpaid balance.
3. Families earning more than \$30,000 per year will be required to demonstrate financial need through a formal needs analysis procedure. The amount of the loan may not exceed the cost of education less other estimated student financial assistance. **(Over 98% of our students applying for Guaranteed Student Loans qualify.)**
4. Repayment begins six months after graduation or when a student ceases to carry at least one-half the normal academic work-load. Provisions for deferment may be obtained from the lender.

## PARENT LOAN PROGRAM (PLUS)

1. To be eligible borrowers under the PLUS program you must be: a) parents of a dependent undergraduate student; b) an independent undergraduate student; c) or an independent graduate student.
2. Funds are made available by banks, credit unions, or savings and loan associations that are participating in the PLUS program in your state. For each dependent child enrolled in an approved educational institution, you, as a parent or legal guardian, can borrow up to \$3,000 a year to a total of \$15,000 per child, depending upon the costs of your child's education and your own financial situation.
3. The interest rate on a PLUS loan is 12%. Repayment begins within 60 days of disbursement. The borrower is eligible for deferments (a temporary cessation of repayment of principal) if you meet certain conditions such as military duty, full-time enrollment in school, unemployment or volunteer service.





Selecting and going to a college can create apprehension in many young women and men. There is a sense of breaking away from family and friends — from familiar things, while simultaneously facing the tremendous challenge of the college environment. This decision may be the biggest you have ever made. We fully understand these feelings. They are perfectly normal. Everyone at Saint Michael's will try to make this transition a positive experience, helping you in any way we can.

Your decision to come to Saint Michael's is somewhat like our decision to accept you: we both want to know if you can succeed in your chosen program, and if Saint Michael's is the place where you can grow in intellect, spirit and personal maturity.

Our acceptance is governed by one criterion — reasonable assurance that you can successfully earn a Saint Michael's baccalaureate degree.

## REQUIREMENTS

Some of the guides or indicators we look for are: your standing in your graduating class; grades; the recommendations of your counselors and teachers; and your scores

on the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board (CEEB) or American College Test (ACT). Achievement tests are not required.

These are guidelines, nothing more. Because you are an individual, we look to you to tell us about yourself, just as you expect us to do.

We also look for a minimum of 16 units of college preparation in English, mathematics, the natural sciences, foreign languages and social studies. Certain concentrations (majors) may have more specific requirements.

Approximately 1800 freshman applications were received for September of 1983. Of these applicants, 1088 students were offered admission. The students who enrolled averaged in the top 25% of their high school graduating class. The average Verbal SAT score for enrolled students was 484 and the Math score was 510.

These statistics have been provided in order to help you to determine how you stand academically in relation to the students currently enrolled at Saint Michael's College. One strong word of caution:



averages can be misleading. A student with a higher SAT score may not be accepted because of a high school record indicative of very poor effort on the student's part. Conversely, an applicant with a deficient SAT score and an outstanding high school record may be admitted.

Please bear in mind that these statistics are provided to assist you in your college decision. Our admissions committee considers each applicant on an individual basis, using these averages as a guideline only.

The interview is not formally used as a criterion in the admission decision. We feel, however, that the interview situation can be an excellent means for you to determine if Saint Michael's College is the appropriate academic setting for you. Through the interview process you can learn a great deal about Saint Michael's College, and we hope to learn more about you. We strongly encourage you to visit our campus, talk with our students and faculty, and discuss your educational goals with an admissions officer.

### TRANSFER ADMISSION

Students seeking to transfer to Saint Michael's College must be in good standing, academically and otherwise, at the institution they have previously attended. Credit may be transferred for work completed at accredited colleges with a grade of C- or better provided that the courses correspond to offerings at Saint Michael's. Credits are considered for transfer only if an official

transcript of such credits is submitted by the applicant prior to admission. A transfer student may be required to pass an examination to determine his/her readiness to enter a course or program. No advanced standing is officially recorded by the registrar until the transferred student has successfully completed one full year at Saint Michael's College. The remaining requirements to be fulfilled by transfer students to qualify for graduation from Saint Michael's will be determined on an individual basis.

All students who transfer must be in residence at least one full academic year preceding their graduation. They must earn a minimum of thirty credits at Saint Michael's College.

Qualified applicants who have earned the Associate in Arts Degree at an accredited two-year college will usually be admitted to Saint Michael's College with junior standing. This means that they may qualify for the baccalaureate after completing 20 single semester courses if they meet the remaining degree requirements. Approximately 211 applications for transfer were received for September, 1982. Of those applicants, 118 were offered admission.

Further information about advanced standing may be obtained from the Dean of Admissions.



## INTERESTED IN ADMISSIONS?

Your next step is the completion and submission of the self-explanatory application form. Upon its receipt we will begin to process your credentials.

You should see to it that your high school transcript and SAT or ACT scores are forwarded to us at the address below. When we receive your application we will send you an acknowledgement of receipt of the form. If you do not receive the acknowledgement in a reasonable amount of time, please contact the Admissions Office by phone or letter.

Applications are reviewed and decisions sent on a continuous basis. Saint Michael's subscribes to the Candidate's Common Response Date, allowing applicants until May 1 to make their decision about attending. If you desire an additional application or information, please feel free to write or call:

**Dean of Admissions**  
**Saint Michael's College**  
**Winooski, Vermont 05404**  
**(802) 655-2017 or 2018**  
**(does not connect to other offices)**  
**Other Offices – 655-2000**

If you plan to visit the campus, the Admissions Office (Klein Center) hours are Monday through Friday 9:00 A.M. to 4:00 P.M. and Saturday morning by appointment only. The Admissions Office is not open on Sunday.

***Please write or call us to make an appointment.***

If you plan to stay overnight, modern accommodations are available nearby. We suggest you write or call for reservations in advance. Following is a list of nearby, year-round accommodations with over 60 rooms each:

Area Code (802)

Bel-Aire Motel,  
111 Shelburne Rd. (Rt. 7) . . . . .863-3116  
Econo-Lodge,  
Exit 14E, Interstate 89 . . . . .863-1125  
Holiday Inn,  
Exit 14E, Interstate 89 . . . . .863-6361  
Howard Johnson Motor Lodge,  
Exit 14E, Interstate 89 . . . . .863-5541  
Radisson-Burlington Hotel,  
Burlington Square . . . . .658-6500  
Ramada Inn,  
Exit 14E, Interstate 89 . . . . .648-0250  
Redwood Best Western,  
1017 Shelburne Rd. (Rt. 7) . . . .862-6421  
Sheraton Motor Inn,  
Exit 14W, Interstate 89 . . . . .862-6576  
There are 42 additional inns and motels in the area.





## HOW TO GET TO SAINT MICHAEL'S COLLEGE

Saint Michael's College enjoys a uniquely \* accessible location in the State of Vermont. We are located within a few minutes ride of Burlington International Airport, an Amtrak Station and a bus terminal. Trains, airplanes and buses arrive in Burlington on regular daily schedules, making travel to the area convenient for you. For your assistance we have provided travel times for air transportation, as well as road mileage from many major cities.

If you plan to drive to campus you should consult road maps for specific routes to take. The network of Interstates 91 and 89 provide safe, easy and scenic driving from many locations to the south of Burlington. For information concerning train schedules you should call Amtrak at 800-523-5000. Airlines serving the Burlington area include Air North, USAir, PEOPLExpress, United, Air Vermont and Air Florida. Flight schedules and ticket information are available from your local airline office or travel agent.

If you have any questions concerning our location, please contact us.



### The Burlington, Vermont Area Travel Times and Distances

#### Air Times\*

(to Burlington International Airport)

	From	Road Mileage**
23 min.	Albany, N.Y.	153 mi.
40 min.	Boston, Mass.	225 mi.
*180 min.	Chicago, Ill.	1013 mi.
60 min.	Cleveland, Ohio	650 mi.
*65 min.	Hartford, Conn.	230 mi.
—	Montreal, Que.	91 mi.
*85 min.	New Haven, Conn.	264 mi.
60 min.	Newark, N.J.	291 mi.
60 min.	New York City	305-330 mi.
38 min.	Portland, Maine	208 mi.
74 min.	Providence, R.I.	269 mi.
45 min.	Syracuse, N.Y.	235 mi.
*65 min.	Springfield, Mass.	210 mi.
104 min.	Washington, D.C.	550 mi.
140 min.	White Plains, N.Y.	266 mi.
115 min.	Worcester, Mass.	241 mi.

\*These are optimum times and do not include connections or delays.

\*\*Road mileages are approximate and depend greatly on the actual route taken. These mileages are for the best and most direct routes.



# ACADEMIC REGULATIONS

## A. DEGREE REQUIREMENTS

To earn the Degree of Bachelor of Arts a student must:

1. Complete a minimum of 40 courses (of at least three credits each) and earn a minimum of 120 credit hours.
  - a. To be applicable toward graduation a course must carry a minimum of three credits. Three one-credit courses in the same academic department (excluding ROTC), however, may be combined and counted as one course toward the graduation requirement of 40 courses. No more than two of the 40 courses may be obtained in this manner. The fourth credit in four-credit courses may not be combined or used to offset a one- or two-credit deficiency. Certain of these courses may be taken on a pass/fail basis according to the guidelines on page 51.
  - b. A minimum of eight of the last ten courses must be completed at Saint Michael's.
  - c. Transfer students must be in residence for at least one academic year preceding their graduation and must earn a minimum of 30 credits at Saint Michael's.
2. Complete the degree requirements of one of the established concentrations.
3. Complete core requirements.
4. Maintain a cumulative quality point average (Q.P.A.) of at least 1.8 in all courses taken and a 2.0 average in concentration courses.

## B. CONCENTRATIONS

Saint Michael's offers the following fields of concentration:

Accounting	French
American Studies	History
Biology	Journalism
Business Administration	Mathematics
Chemistry	Modern Languages
Classics	Philosophy
Computer Science	Physics
Economics	Political Science
Elementary Education	Psychology
Engineering —	Religious Studies
3 + 2 with	Sociology
Clarkson College	Spanish
English Literature	
Environmental Science	
Fine Arts	
— Art	
— Drama	
— Music	

### Special Concentrations

A student may follow a special concentration by combining courses from different departments and programs according to the following regulations:

- The student must have the sponsorship of a faculty member who agrees to direct the program;
- The student must justify in writing the concentration that he/she proposes and demonstrate its coherence.
- The program must be approved by the Committee on the Curriculum & Educational Policy.

Applications for a special concentration must be submitted before the end of the sophomore year.





## **Double Concentrations**

Students with a cumulative quality point average of 3.0 or better may be allowed to pursue a double concentration. The permission of the Academic Advisor, Academic Dean, and Department Chairpersons is required.

## **TEACHING CERTIFICATION**

### **Secondary Teaching Certificate**

In addition to the concentration in Elementary Education, students may also pursue a secondary teaching certificate in several disciplines. The following academic areas are included: art, biology, chemistry, English, environmental science, French, Latin, math, music, social studies, and Spanish.

### **Fifth Year Program**

Fifth year certificate programs are also available in both elementary & secondary education for those students who have completed the B.A. program in other disciplines.

## **C. THE CORE CURRICULUM**

After several years of consideration, the Saint Michael's faculty has adopted a set of core courses to replace the former distribution requirements. This core is designed to help students achieve the intent of our statement of academic goals which renews the College's commitment to liberal education and emphasizes certain principles of curricular organization. For example, the College believes that there are intellectual skills and habits, the liberal arts, that *all* students should be taught to develop and use; that there are certain academic areas in which *all* students should have instruction; and that while it is necessary to have coherence in a curriculum, students should have some freedom to search, explore, and discover.

Specifically, students will be required to choose a minimum of fifteen courses from six general academic areas offering more than a hundred core courses.

It is expected that students will subscribe to the spirit of the liberal arts purpose of this curriculum by carefully distributing their selection of fifteen core courses over four years. Indeed, we strongly encourage students to select four to six of these core courses in each of the first two years, and then to distribute the remaining ones (perhaps five of the fifteen) over their Junior and Senior years. Many of the courses in

the core are upper level, more advanced ones, likely to be appreciated more fully by upperclassmen who have a greater depth and diversity of academic preparation.

This core requirement begins with students who matriculate at the College beginning with the Fall term of 1982. Students enrolled before that time will continue under the distribution requirements as outlined on page 46.

The specific requirements of the core curriculum are as follows:

1. Two courses in the Department of Philosophy; one of these must be "*Introduction to Philosophical Problems.*"
2. Two courses in the Department of Religious Studies; the first of these must be a 100 level course and the second a 200 level course.
3. Two courses in the area of *Communication Skills.*
4. Two courses in any two departments in the area of *Social Sciences.*
5. Two courses in any two departments in the areas of *Natural Sciences* and/or *Mathematics.*
6. Five courses, with no more than two from any one department, in the area of *Humanities.*
7. A maximum of two courses in one's concentration may be used to fulfill core requirements. A minimum of 25 courses must be taken outside the Department of concentration.

*Take note:* Fine Arts and Environmental Sciences are considered to be interdisciplinary concentrations. Eighteen courses are allowed within these areas of concentration with no more than 15 courses in one specific discipline (e.g., a Fine Arts concentrator emphasizing Drama may take 18 courses in Fine Arts, no more than 15 of which may be specifically in Drama and at least 22 in departments other than Fine Arts).



Listed below are the core courses in each discipline:

## PHILOSOPHY CORE

Must include **two courses** from the following:

- 103 *Introduction to Philosophical Problems* (required of all students)
- 201 *Philosophy of Human Nature*
- 203 *Ethics*
- 213 *Philosophy of Society*

## RELIGIOUS STUDIES CORE

Must include **one** from each level:

- One 100 level
- One 200 level

## COMMUNICATION SKILLS CORE

Either a:

- 203-205 *Modern Language course*

or any **two** of the following:

### CLASSICS

- 316 *English Etymology: Greek*
- 318 *English Etymology: Latin*

### COMMUNICATIONS

- 205 *Principles of Speech*
- 207 *Advanced Speech*

### COMPUTER SCIENCE

- 101 *Introduction to Programming*

### ENGLISH

- 101 *College Writing*
- 105 *Advanced College Writing*

### LATIN

- 105-107 *Intermediate Latin*

### PHILOSOPHY

- 101 *Logic*

## SOCIAL SCIENCE CORE

Any **two courses** selected from two departments:

### ECONOMICS

- 101 or 103 *Principles of Economics*
- 107 *Elements of Economics*
- 301 *History of Economic Thought*

### POLITICAL SCIENCE

- 101 *Introduction to Politics*
- 201 *Introduction to American National Government*

### PSYCHOLOGY

- 101 *General Psychology*

### SOCIOLOGY

- 201 *Introductory Sociology*
- 205 *Social Problems*

### JOURNALISM

- 101 *Introduction to Mass Communication*

## NATURAL SCIENCES & MATHEMATICS CORE

Any **two courses** selected from two departments:

### BIOLOGY

- 100 *Contemporary Biology*
- 101 or 103 *General Biology*

### CHEMISTRY

- 100 *Chemistry for Changing Times*
- 101 *Mystery of Matter*
- 103 or 105 *Stoichiometry*
- 107 or 109 *Chemical Bonding & Energetics*

### MATHEMATICS

- 101 *Finite Mathematics*
- 103 *Elements of Calculus*
- 105 or 107 *Analytic Geometry & Calculus I*
- 109 or 111 *Analytic Geometry & Calculus I & II*
- 201 or 203 *Analytic Geometry & Calculus II*
- 211 *Analytic Geometry & Calculus III*

## PHYSICS

- 101 *Astronomy*
- 105 *Physics at a Glance*
- 210 or 212 *College Physics*

## HUMANITIES CORE

**Five courses**, no more than two from any one department:

### AMERICAN STUDIES

- 310 *American Intellectual History, 1607-1865*
- 410 *American Intellectual History, 1860-1970*

### CLASSICS

- 211 *Classical Mythology*
- 301-303 *History of Greece*
- 305-307 *History of Rome*
- 403 *The Classical Epic*
- 405 *The Greek and the Roman Theatre*

### ENGLISH

- 123 *Introduction to Literary Studies*
- 211 *Genres: Poetry*
- 212 *Genres: Fiction*
- 213 *Genres: Drama*
- 215-217 *Overview of British Literature I & II*
- 219-221 *British Literature I & II*
- 251-253 *American Literature I & II*
- 301 *Chaucer I*
- 305 *Shakespeare*
- 309 *Milton*
- 319-321 *Modern World Literature I & II*
- 337 *British Romantic Poets*
- 339 *Major Victorian Poets*
- 341-343 *20th Century Poetry I & II*
- 357 *The Victorian Novel*
- 359 *20th Century British Novel*
- 361 *19th Century European Novel*
- 263 *20th Century European Novel*
- 409 *Irish Literature*
- 411 *American Renaissance*
- 412 *American Naturalism*

## FINE ARTS

### Art

- 305 *History of Art*
- 307 *Modern Art*

### Drama

- 201 *Introduction to Theatre*
- 301-302 *Chief Patterns of Western Drama I, II*
- 303 *Contemporary Drama*

### Music

- 307-309 *History of Music*
- 311-313 *History of Music*

## HISTORY

- 101-103 *Directed Reading in History*
- 105 *War and Society*
- 121 *Modern Middle East*
- 201-203 *Growth of American Nation*
- 301-303 *History of Greece*
- 305-307 *History of Rome*
- 309-311 *Early and High Middle Ages*
- 323 *Colonial and Revolutionary America*
- 325 *Ante Bellum America*
- 335-337 *Diplomatic History of Europe*
- 351 *The Black Experience in America*
- 353 *The History of the South*
- 391 *Europe in the 17th Century*
- 393 *Europe in the 18th Century*
- 395 *Europe in the 19th Century*
- 397 *Europe in the 20th Century*
- 401 *The Late Middle Ages*
- 421-423 *U.S. in the 20th Century*
- 431 *The American Civil War*
- 435 *Reconstruction*
- 441-443 *History of Canada*
- 485 *Germany in the 19th Century*



## HUMANITIES

101-103 *Classical and Medieval Civilization*

201-203 *Renaissance and Enlightenment*

## MATHEMATICS

304 *History of Mathematics*

## MODERN LANGUAGES

### French

233 *Franco-American Culture and Civilization*

367 *The French and the Enlightenment*

### German

309 *Survey of German Literature*

### Italian

311 *Italian Literature*

### Russian

309 *Russian Literature in Translation*

313 *Russian Culture and Civilization*

### Spanish

313 *Latin American Civilization*

321 *Hispanic Culture in the United States*

## RELIGIOUS STUDIES

302 *Literary Analysis of the Old Testament*

320 *Ancient Near Eastern Religion*

323 *Hindu Religious Thought*

325 *Buddhist Religious Thought*

334 *Faith and Imagination*

## D. DISTRIBUTION REQUIREMENTS

Students who enrolled at Saint Michael's College **prior to the fall of 1982** (classes of 1983, 1984, 1985) are required to fulfill distribution courses as one of the requirements for degree completion. These students and their Academic Advisors should consult an appropriate earlier catalogue. The basic requirements, however, are two courses in each of the five distribution areas that follow:

### Humanistic Studies

American Studies

Classics

Fine Arts

History

Humanities

English Literature

Modern Language

### Natural Sciences & Mathematics

Chemistry

Environmental  
Science

Biology

Mathematics

Physics

### Philosophy

Philosophy 101

Philosophy 103

### Social Studies

Economics

Education

Journalism

Political Science

Psychology

Sociology

### Religious Studies

Religious Studies

110 or 120 and

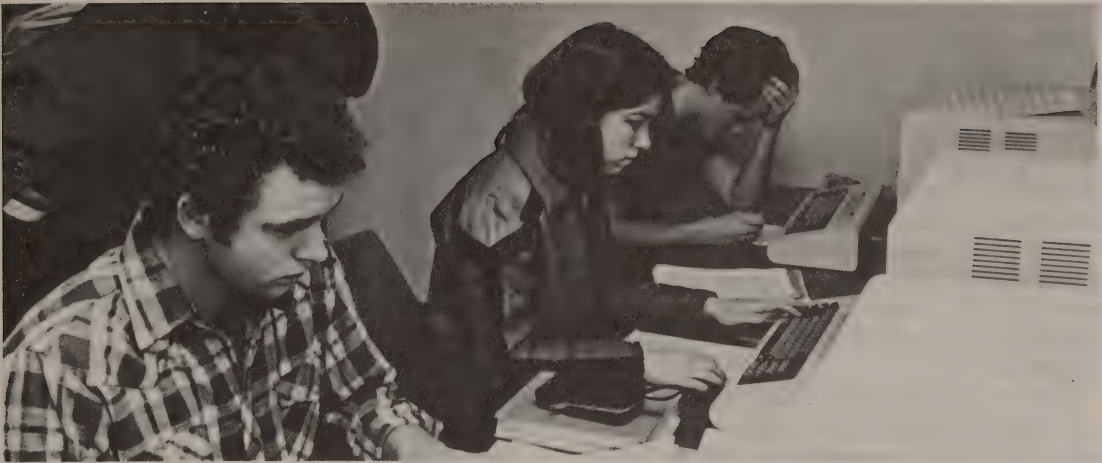
one 200 level course

## E. ELECTIVES

*Electives* are the courses that are neither required within a field of concentration nor a requirement of the core. Depending upon the requirements of the concentration, a student may have many or few electives. Since the range of core courses is also diverse, the student has considerable flexibility in course selection.

The choice of electives is a central aspect of the liberal arts education, and thus students are encouraged to make their decisions in a most thoughtful manner. Ideally, a coherent and highly individualized philosophy of education should guide the choice. Some students select electives to buttress and complement their fields of concentration, while others use them to explore alternative ways of thinking or optional career paths.





***Business Electives for  
Non-Business Concentrators***

The Department of Business Administration provides an insightful example of how a carefully designed selection of electives in the field of business can enhance one's career opportunities in seemingly unrelated concentrations. Many students have taken advantage of the specially designed group of business electives to form some interesting and useful combinations.

A student with a modern language proficiency may, for example, concentrate in the language and follow the business elective program in preparation for a career in international business. Drama majors have taken the courses in order to become prepared to work in the business aspect of a theater company. Descriptions of the elective courses may be found on page 62.

Under a cooperative inter-institutional agreement, Saint Michael's students who carefully select electives in business may also qualify for a Masters of Business Administration (MBA) at Clarkson College of New York after an additional year of study at Clarkson. Students need not be business concentrators to qualify. See page 63 for further details.

**F. ACADEMIC ADVISING PROGRAM**

Upon enrolling every student is assigned a faculty member as an Academic Advisor.

The student may elect to change advisors at any time. The first meeting between student and Advisor usually takes place during the Orientation Program when students have many questions to be answered. Working together, they select courses, review progress toward requirements and attempt to design an individualized program

that best meets the student's educational goals. The student and advisor slowly form a close working relationship which allows the faculty member to follow the progress and development of each student in a more personalized way than the classroom affords.

***Pre-Law Advising***

Many Saint Michael's students are interested in pursuing a law career upon graduation. Recent graduates have been accepted to such law schools as Tulane, John Marshall, Notre Dame, Connecticut, Ohio State, Loyola, Western New England, Northeastern, Maine, Suffolk, Cornell.

There is no specific pre-law concentration, as such, at Saint Michael's, nor do law schools recommend any one concentration as a prerequisite for law. To develop the background and skills necessary for success in the field of law, students are encouraged to choose a concentration that will be challenging for them. What is important for pre-law students is that they learn to think clearly and to express their thoughts with clarity. They should choose their concentration according to their interests and abilities.

A Pre-Law Advising Committee, composed of faculty members from various departments, is available to advise students about course selection, assist them in preparations for the Law School Admissions Tests (LSATs), and guide them in the law school application process. A Law Club has been formed to encourage students with an interest in law to meet, and lawyers, often alumni, are invited to campus to share their experiences. Further information about Pre-Law advising can be obtained by contacting the Chairperson of the Pre-Law Committee.



### **Pre-Health Careers Advising**

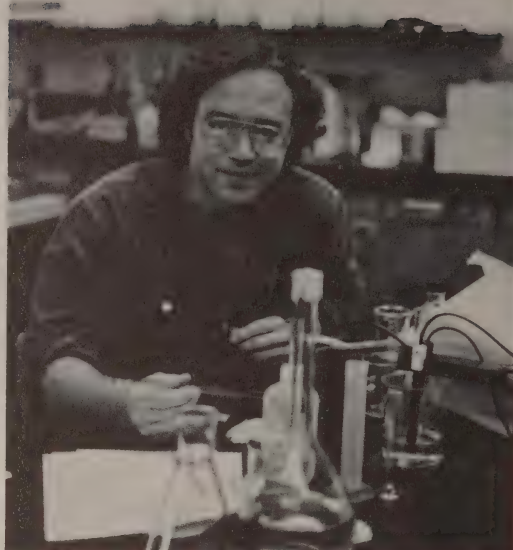
Pre-medical, pre-dental, pre-veterinary, pre-podiatry, pre-optometry and pre-nursing students are advised by this committee.

A student may follow a program which provides all of the courses necessary to gain admission to medical, dental or other allied health programs. While many students choose to concentrate in one of the sciences, students in other concentrations may elect the courses required in preparation for the various allied health graduate programs.

The basic entrance requirements for these medically oriented schools are: one year each of biology, chemistry and physics (all with laboratory), mathematics (calculus level) and English; plus one year of organic chemistry (with a laboratory). Also, each professional school has additional specific requirements (e.g. dental schools generally require a behavioral science such as psychology). Our biology and chemistry concentrations satisfy most of these requirements. (Biologists add physics and chemists add biology to their programs.) A student may, however, elect to concentrate in a non-science area and complete the pre-professional courses as electives. Any student doing this should enroll in the first year biology course sequence as a freshman or freshmanwoman and consult with the chairperson of the committee (Dr. Daniel Bean, Biology) during the early part of their first year.

Members of the Pre-Allied Health Advisory Committee work closely with students who plan to seek admission to medical, dental and other graduate programs. They seek to assist students in their course selection, preparation for the Medical College Admission Test (MCAT), Dental Admission Test (DAT), Graduate Record Examination (GRE) and the application process itself.

Our students have been or are currently enrolled in a variety of outstanding programs including: *Medical* — Yale, Georgetown, New York Medical, Baylor, Dartmouth, Tufts, University of Vermont, New Jersey; *Veterinary* — Purdue; *Dental* — Tufts, New Jersey, Case Western Reserve, Georgetown, University of Connecticut, New York University; *Graduate* — Georgetown, George Washington, Uniform Military Medical School, University of Vermont, Albany, Michigan, Rhode Island, Illinois, Cornell, Penn State and Tufts.



### **G. OTHER ACADEMIC OPPORTUNITIES**

#### ***Independent Course Work***

Under special circumstances, *when a course is not offered during a given semester*, a student may complete the course work on an independent basis. The student must have the approval of a faculty sponsor, the department chairperson and the Academic Dean. The fee for an independent course is \$150 when the course is considered a part of the student's normal semester load.

#### ***Independent Research and Internships***

Qualified juniors and seniors with a 3.0 or better Q.P.A. may be permitted to engage in independent research or internships to which varying amounts of credit are attached. Interested applicants must obtain the necessary approvals during the semester preceding the proposed endeavor. The Coordinator of Career Planning will assist students in identifying internship placements and in preparing the required study agreement.

Internships and independent research have helped students to refine their career goals and have provided practical experiences to reinforce and expand upon classroom instruction. In the recent past, students have earned credit for internships at various local businesses and consulting firms, municipal and state governments, and local hospitals, as well as Harvard and Yale Medical Schools, and Oak Ridge and Argonne National Laboratories.

Students have also completed internships for such businesses as General Electric, R. F. Lavigne & Company (accounting firm), Briggs Keyes Company (accounting firm), Dean Witter & Reynolds and SCM. Radio and television internships include Vermont Public Radio, Vermont Public Television, WEZF and WVNY.

Independent research which contributes to the student's fuller understanding of a subject not covered in regular courses will be authorized for qualified applicants. It is limited to a maximum of six credits.

Internships may be taken for from three to fifteen credits. They must constitute significant learning experiences in every instance. Applicants are required to have completed prerequisite courses.

Successful applicants for these academic opportunities to which credit is attached will be charged the usual rate of tuition. If the need exists or if merit scholarship assistance is appropriate, the Director of Financial Aid should be consulted.

## **Study Abroad**

Saint Michael's students in many areas of concentration may spend a semester or year of study abroad. Although Saint Michael's College has no foreign study program of its own, a wide selection of accredited programs from other colleges, universities and agencies is available. Saint Michael's College is affiliated with Loyola University of Chicago's Rome campus. For information on study abroad opportunities, interested student's may consult the Academic Dean's office.

In order to ensure proper selection of programs and courses, and to facilitate transfer of credits, students must obtain authorization from their Academic Advisor, Department Chairperson and the Academic Dean. The signatures indicate prior approval of the courses to be taken. A catalogue or a copy of the course descriptions must accompany the request which should be submitted at least one semester prior to the student's departure.

To be considered for approval, students must have a least a 3.0 Q.P.A. The semester or year of study should be taken in the junior year.

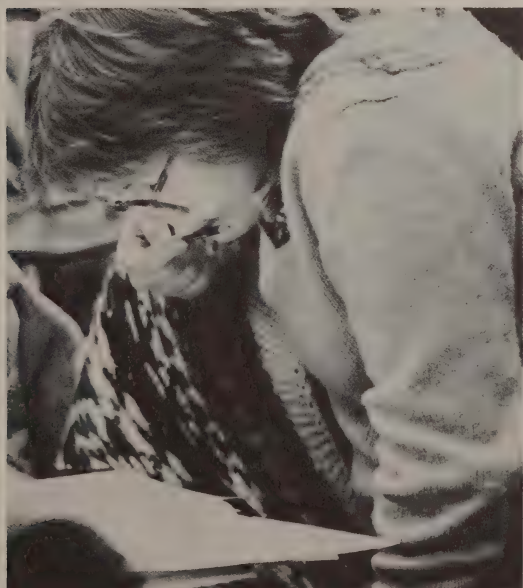
The Department of Sociology regularly takes a class of students to Paris on a research project during the December-January intersession. The course, which is not limited to Sociology concentrators, is described on page 124.

## **Air Force and Army ROTC**

The Air Force ROTC program is offered at Saint Michael's. AFROTC, which offers superior pre-professional opportunities to future career women and men Air Force Officers, has both two and four-year programs.

Qualified students may be eligible for scholarships. Interested applicants should write to: The Department of Aerospace Studies, Saint Michael's College, Winooski, Vermont 05404. Further information is available on page 56.

Army ROTC is offered at the University of Vermont. Qualified Saint Michael's students are eligible for one to four-year scholarships. Further information on Army scholarships for Saint Michael's students may be obtained by writing to: The Department of Military Science, University of Vermont, Burlington, Vermont 05405. Further information is available on page 58.





### **College Level Examination Program**

Saint Michael's College participates in the College Level Examination Program (CLEP). The Educational Testing Service of Princeton, New Jersey has prepared standardized tests which are designed to measure college-level learning acquired through independent reading, job-training, television programs and other non-traditional sources. Students enrolled at Saint Michael's may submit scores of these CLEP examinations to be evaluated for credit. Contact the Saint Michael's College Registrar for detailed information.

CLEP examinations are divided into two areas:

- I. General Examinations which measure achievement in basic areas of liberal arts (such as Humanities and Natural Science). Saint Michael's College will usually grant credits if sixtieth percentile minimum scores are attained.
- II. Subject Examinations which measure achievement in specific courses. These tests are used to grant exemptions from and credits for specific courses (such as American Government, Business Law, Educational Psychology, and English Literature). CLEP scores at or above the sixtieth percentile can be used to fulfill core or prerequisite requirements. No more than 6 credits can be given for any one subject examination, and no more than a total of 30 credits will be accepted by Saint Michael's College for CLEP examinations.

### **Advanced Placement Program**

Saint Michael's College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken accelerated courses in high school and who score three or above on Advanced Placement Exams will be considered for college credit and/or course waiver.

### **Inter-Institutional Cooperation With Trinity College**

Saint Michael's has a special reciprocal arrangement with Trinity College in Burlington. Saint Michael's students may enroll in one course per semester at Trinity. Prior written approval of the student's Academic Advisor, the Academic Dean and the Registrars at both colleges is required.

During the regular academic year Saint Michael's tuition covers Trinity courses.

They are taken at no additional expense.

As a special exception to the general rule prohibiting grade transfer (page 52), grades earned in Trinity courses transfer and are computed in quality point averages.

### **Cooperative Agreement with Clarkson College**

Saint Michael's College has a formalized inter-institutional agreement with Clarkson College of New York that grants our qualified graduates special consideration in their Master's program in Business Administration. Under this agreement, a Saint Michael's student with the appropriate prerequisite courses and Q.P.A. receives special admissions status, and may complete the requirements for an MBA degree one year after graduation from Saint Michael's. See page 63 for further details.



## H. EXAMINATIONS, GRADING SYSTEM

### Examinations

Tests may be held at any time during a semester course at the discretion of the instructor. Final examinations are given at the appointed times at the end of each semester. Final examinations may not be omitted without the approval of the Academic Dean.

Make-up examinations are given to students who are legitimately absent from a final examination. Requests for make-up examinations are made to the Academic Dean. Students who are suspended for disciplinary reasons are not eligible to take examinations or to make them up, unless such permission is given at the time of suspension.

Seniors, in their last semester, may be exempted from final examinations, provided they have a B average in the course and permission of the instructor.

The permanent grade in each course is based upon class work and the final examination. The instructor determines what weight is to be given to each.

### Grading System

Instructors report grades to the Registrar four times a year. They report final course grades at the end of each semester; they report grades of D or F at mid-semester. The Registrar, when appropriate, notifies parents and Advisors of final grades at the end of the semester and of D and F grades at mid-semester.

Grades are reported and recorded by letters which indicate the following quality:

A — Superior	D — Poor
B — Very Good	F — Failing
C — Satisfactory	

Student averages and rank in class are computed on a quality point basis. In this system:

A = 4	C+ = 2.5	D = 1
B+ = 3.5	C = 2	F = 0
B = 3	D+ = 1.5	

When a course is taken on a pass or fail basis a passing grade is indicated by the letter P and a failing grade by the letter F. The F grade is assigned zero quality points and is computed in the student's average. A Pass grade cannot be assigned quality points and therefore, is not computed in the average.

To determine the quality points earned for a particular course, multiply the number equivalent to the letter grade by the credit hours assigned to the course. For credit notations see the descriptions of particular courses starting on page 56 in this catalogue. Thus an A in Biology 101 (4 semester hours) earns 16 quality points (4 quality points X 4 semester hours).

To arrive at the quality point average (Q.P.A.), add the quality points for all courses. Then divide this sum by the number of semester hours attempted.





### **Other Grade Notations**

Instructors may also use the following letters in reporting grades:

- I — Some course assignments have not been completed for legitimate reason. This is not a permanent notation.
- X — Student was absent from the final examination for a legitimate reason. This is not a permanent notation.
- WD — Student withdrew from course without penalty.

Notes of I, X, and WD are not computed in the student's average. An I must be made up within six weeks of the beginning of the semester following the assignment of the notation. A record containing such a notation is not eligible for honors in the semester in which it was incurred. After the make-up of an I or X, a new average will be computed and the student's record corrected. If an I or X is not made up, the final grade in the course becomes an F.

### **Repeating Courses**

A course in which a student earns an F or D grade may be repeated. In non-concentration courses, both grades appear on the transcript and are computed in the student's cumulative quality point average. When a concentration course is repeated, both grades remain on the transcript and are computed in the cumulative quality point average, but only the higher grade is computed in the concentration average. When courses are repeated at other colleges or universities (Trinity exception, page 50) only credits and not grades transfer.

### **Grades From Other Institutions**

A grade of C minus or better is required in order for the credits to be considered for transfer from other institutions but the grade is not calculated in the quality point average.

## **I. ACADEMIC STANDING**

### **Dean's List**

A student who achieves an average of at least 3.0 at the end of the semester with no grade below B and has completed a minimum of fifteen credits is cited on the Dean's List.

### **Graduation With Honors**

Students who maintain the cumulative quality point averages specified below receive their degrees with honors listed:

Cum laude	— 3.25
Magna cum laude	— 3.60
Summa cum laude	— 3.90

### **Probation and Warning**

If a student fails one or more courses he is placed on **WARNING** and so notified. When a student is below the qualifying cumulative quality point average he is placed on **PROBATION** and so notified. This qualifying cumulative quality point average escalates from 1.2 in the first semester of the freshman year to 1.4, 1.5, 1.6, 1.7, and 1.8 in each of the following semesters. Two semesters on probation will lead to a review of the student's record by the Academic Review Board. It will recommend appropriate action, including possible dismissal, to the Academic Dean.





Although the procedure listed above generally applies, Saint Michael's College reserves the right to dismiss at any time, without giving additional reason, students whose conduct or academic standing it judges to be unacceptable. Neither the College, nor the officers, nor the trustees of the college will be under any liability for such dismissal.

It is the responsibility of the student to register for the proper courses to complete degree requirements. Students are required to obtain permission from the Academic Dean to take courses at other colleges.

**Withdrawal**

A student who withdraws from Saint Michael's College must complete a withdrawal form (*available at the Student Resource Center*) and return it to the Registrar. Unless he/she does so, and thereby formally withdraws, there is no remission of tuition and fees. Please see page 32 for the Remission Schedule.

**J. CLASS ATTENDANCE**

Students should understand that the main reason for attending college is to be guided in their learning activities by their professors. This guidance takes place primarily in the classroom and laboratory.

The following policies have been established:

1. Members of the teaching faculty and students are expected to meet all scheduled classes unless prevented from doing so by illness or other emergencies.

2. The instructor of a course may allow absences equal to the number of class meetings per week. Additional absences will be considered excessive.
3. The instructor may report excessive absences to the Academic Dean who may warn the student.
4. If absences continue, the Academic Dean may remove the student from class with a failing grade.

**K. COURSE SCHEDULING AND COURSE APPROVALS**

**Full-Time Student**

A matriculated student who takes four courses (12 credits, minimum) is considered to be a full-time student. Five three-credit courses per semester, however, constitutes the normal program. The successful completion of such a schedule will fulfill the required 40 course (120 credit) minimum for graduation in four years.

**Sixth Course**

Any non-freshman may take a sixth course. The charge for this course will be \$105 per credit. This charge will be waived for a student who completed at least five courses in the previous semester with a Q.P.A. of at least 3.0 in those courses.

**In no case may a student register for more than six courses in any semester.**



### **Pass/Fail**

A sixth course may be taken on a pass/fail basis with the permission of the instructor. This option is open to those students who completed at least five courses in the previous semester with a Q.P.A. of at least 3.0 in those courses. Courses in the following categories may not be taken on a pass/fail basis:

- a. courses in the department of concentration;
- b. courses outside the department of concentration which are concentration requirements;
- c. courses being taken to satisfy core requirements.

Students will make their selection of the course they wish to take on a pass/fail basis during registration period (first week of semester). A special pass/fail form must be filed in the Registrar's office.

### **Preregistration**

Students arrange their schedules in a preregistration period (normally in December and again in March) after consultation with their advisors. *For the March preregistration only*, an advance deposit of \$150 is required of each student who preregisters for the following academic year. This must be paid by March 1. No student will be allowed to preregister without certification of payment by the College Treasurer. This deposit is non-refundable unless the Registrar is notified in writing by July 1 that the student who paid it will not return to Saint Michael's College. The deposit is credited to the tuition of students who do return. In addition to the \$150 deposit, a late fee of \$25 will be charged to any student not completing preregistration during the scheduled period in March.

### **Registration**

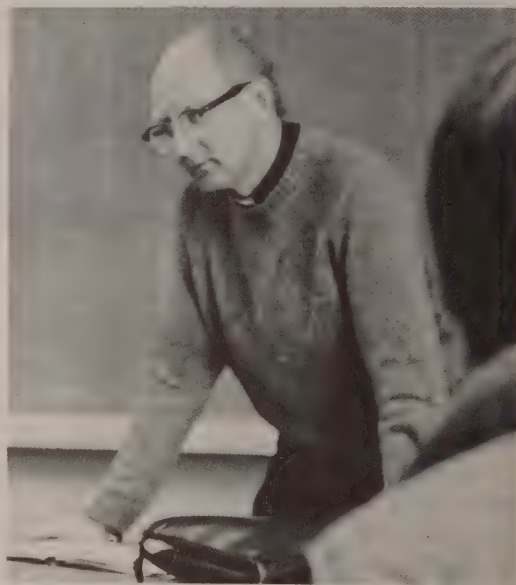
Students formally register for courses at the beginning of each semester. (Please see Academic Calendar.) Students who are late in registering at the beginning of the semester will be charged a fee of \$10.

### **Change of Course or Section**

Students may, without charge or penalty, request a change of course or section up to and including registration day of either term. They may also make such requests after one class meeting during the first week of class, in either term, without charge. All changes made after the first week of classes

will carry a fee of \$5 payable at the time of the request for change. If the change cannot be approved the fee will be refunded. The last day for course or section changes is one week after the first class meeting of the semester.

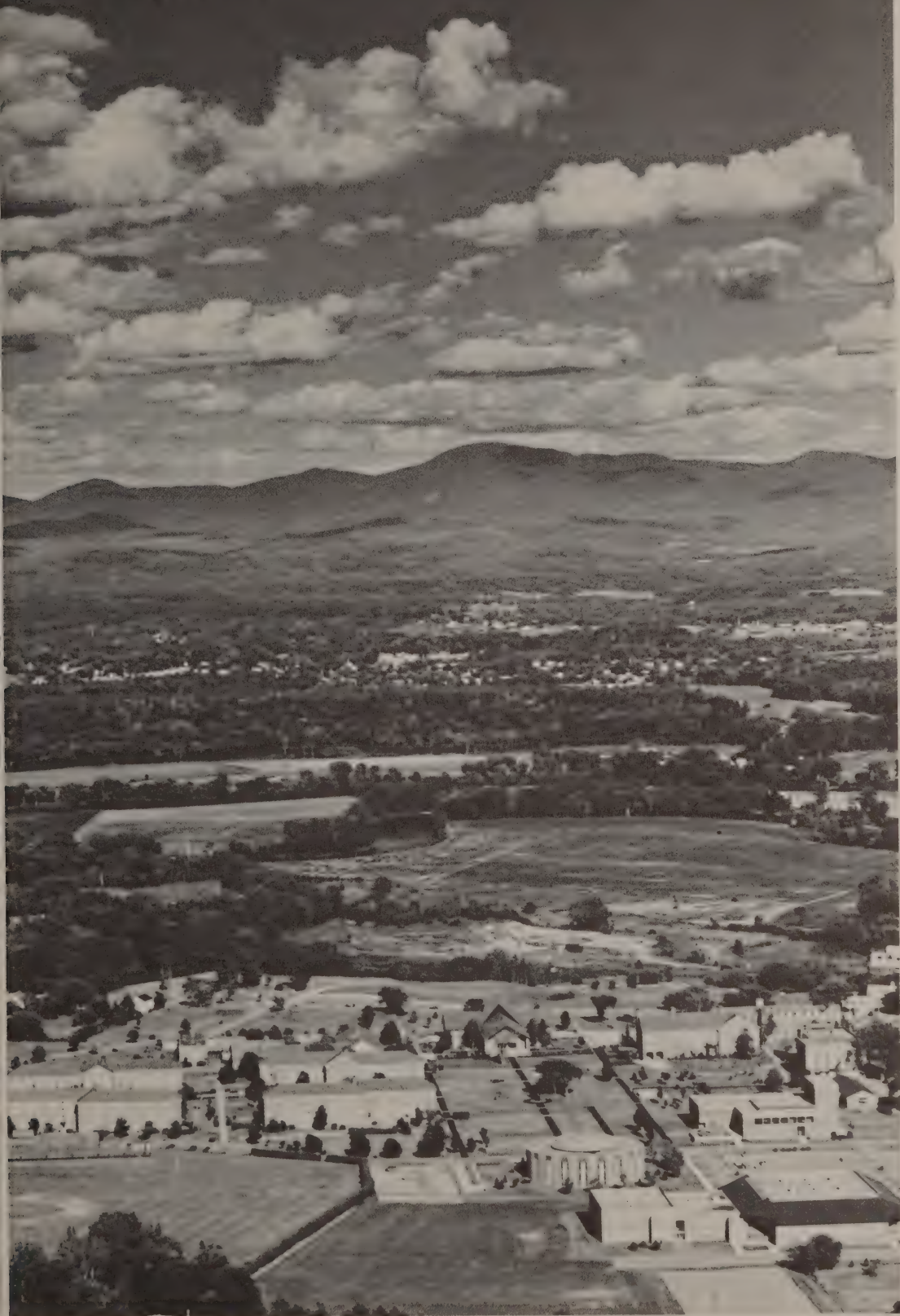
A student wishing to make a course change should make this request through the Registrar's Office. The student is responsible for notifying instructors involved when a course or section change is made.



### **Courses at Other Institutions**

Occasionally Saint Michael's students wish to take courses at colleges or universities other than Saint Michael's. The most common such case is taking a summer school course at a college convenient to the student's summer residence. This is permitted — with a maximum of two courses per six week semester — provided that the course has the prior approval of Saint Michael's. To secure such approval, the student is asked to acquire the college catalogue of the offering institution and submit it with the appropriate form to the Registrar. Based largely upon comparability to our own courses, approval must be obtained from the student's Academic Advisor and either the Academic Dean or the Registrar. It is not recommended that students take concentration courses at other institutions. The additional approval of the department is required to do so. A grade of C minus or better is required in order for the credits to be transferred, but the grade is not calculated into the Quality Point Average.

# Course Descriptions





# DEPARTMENT OF AEROSPACE STUDIES

Major David A Durrant, Chairman; Forcier, Dee

Department of Aerospace Studies courses AS 101-103 and AS 201-203 are designed to provide freshmen and sophomore students with an orientation and basic understanding of the history of the Air Force and purpose and mission of the Air Force in today's world. (These one-credit courses may be taken in addition to the standard five-course, 15-credit workload.) Students not under ROTC scholarship may take these courses to learn more about Air Force life and job opportunities with no obligation. The 300 and 400 level courses are designed to develop students' basic management skills, communication skills, and develop their awareness of military-civilian relationships. Upon graduation students will be commissioned as second lieutenants in the U.S. Air Force. All college majors may participate in Air Force ROTC. *The 300 and 400 level courses, as well as the Aerospace Studies 205 course, may be used to fulfill elective course requirements.*

## **101-103 UNITED STATES AIR FORCE TODAY**

***(Freshmen in Four-year  
program) Two semesters***

This course deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces, and aerospace support forces. Leadership Laboratory activities are included.

***One class hour each week.***

***One leadership laboratory hour each week.***

***One credit each semester.***

## **201-203 DEVELOPMENT OF AIR POWER**

***(Sophomores in Four-year  
program) Two semesters***

This course includes a study of air power, developed from an historical perspective, starting before the Wright brothers and continuing through the 1980's. Students will study the factors which have led to the development of air power as a primary element of national security and will know how air power has been utilized in military and nonmilitary operations to support national objectives.

***One class hour each week***

***One leadership laboratory hour each week.***

***One credit each semester.***

## **205 FLIGHT INSTRUCTION GROUND SCHOOL**

***Spring***

The object of this course is to provide the student with the necessary aeronautical knowledge to meet the prerequisites specified in Federal Aviation Regulations (FAR) Part 61 for the FAA Private Pilot Written Examination. Topics discussed, among others, include Federal Aviation Regulations, navigation, recognition of critical weather situations, and the safe and efficient operation of airplanes. This is not an AFROTC course and is not required for AFROTC members.

***Prerequisites: permission of instructor.***

***Three credits.***

## **301-303 AIR FORCE MANAGEMENT AND LEADERSHIP**

***Two semesters***

An integrated management course emphasizing the individual as a manager in an Air Force milieu. The individual motivational and behavioral processes, leadership, communication and group dynamics are covered to provide a foundation for the development of the junior officer's professional skills as an Air Force officer. The basic management processes involving decision making, utilization of analytic aids in planning, organizing, communicating, and controlling in a changing environment are emphasized as necessary professional concepts. Actual Air Force cases are used to enhance the learning and communication processes.

***Three class hours each week.***

***One leadership laboratory hour each week.***

***Three credits each semester.***

## **401-403 NATIONAL SECURITY FORCES IN CONTEMPORARY AMERICAN SOCIETY**

***Two semesters***

A course conceptually focused on the Armed Forces as an integral element of society with an emphasis on the broad range of American civil-military relations and the environmental context in which U.S. defense policy is formulated and implemented. In each semester, students will be expected to prepare individual and group presentations for the class, write reports, and otherwise participate in group discussions, seminars, and conferences.

***Three class hours each week.***

***One leadership laboratory hour each week.***

***Three credits each semester.***

# AIR FORCE RESERVE OFFICER TRAINING CORPS

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The Department of Aerospace Studies provides preprofessional preparation for future Air Force Officers. The curriculum is designed to develop career-oriented men and women who can apply their education and AFROTC experience to their initial active duty assignments as Air Force Commissioned Officers. In addition to the formal course of study shown under the Department of Aerospace Studies listing, pilot candidates participate in a 13-hour Flight Instruction Program during their senior year. Extracurricular activities such as visits to Air Force bases, orientation rides in Air Force aircraft, social activities and honorary society membership are available for interested students. Students who participate in the four-year program attend a four-week training session at an Air Force base in the summer between the sophomore and junior years. The two-year program is available to students who did not have the opportunity to take the freshman and sophomore ROTC courses or did not elect to do so. It is also available to transfer students who will spend a minimum of two years at Saint Michael's College, either in undergraduate or graduate status. Selection for this program is on a competitive basis. Any students interested in the two-year program should contact the Department of Aerospace Studies during the first semester of their sophomore year. Those selected will attend a six-week Field Training session at an Air Force base in the summer between their sophomore and junior years, and then enter the Professional Officer Course (AS 301-303) during their junior year.

**Scholarships:** Air Force ROTC College Scholarships provide full payment of tuition, laboratory fees, textbooks, and a tax-free payment of \$100 per month while the student is in school and on scholarship status. High school seniors can apply for the four-year AFROTC College Scholarships (these scholarships are extremely competitive with approximately 1 out of every 12 qualified applicants receiving a scholarship). Applications for these four-year scholarships must be submitted by fall of the high school senior year. Three and two-year scholarships are available for qualified freshmen and sophomore students at Saint Michael's College. A minimum GPA of 2.5 is required; in addition, the applicant must satisfactorily complete the Officer Qualifying Test and an Air Force physical. These will be scheduled by the Department of Aerospace Studies.

**Subsistence Pay:** All students in their last two years of AFROTC receive tax-free subsistence pay of \$100 per month.

**Uniforms:** Uniforms are furnished at no cost. Students are responsible for the proper care and cleanliness of uniforms in their possession.

**AFROTC Field Training** is offered during the summer between the sophomore and junior years at selected Air Force bases throughout the United States. This is normally a student's first exposure to a working Air Force environment. Here they learn and make use of junior officers training and leadership techniques and participate in sports competition with other cadets. Students in the four-year program participate in four weeks of field training during the summer between their sophomore and junior years. Students applying for entry into the two-year program must successfully complete six weeks of field training prior to enrollment in AFROTC.

**SUPPLEMENTAL COURSES:** All contract cadets must complete certain required supplemental college courses in addition to all Aerospace Studies courses. Freshman and sophomore students on scholarship must complete an English Composition course. All AFROTC students must complete a math reasoning course prior to graduation. Ideally, the course should include the acquisition of a specific skill, e.g., statistics, computer science, calculus, etc. All scholarship students must complete at least one course of a major foreign language.

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## AMERICAN STUDIES PROGRAM

See description under Department of History, page 96.



# ARMY ROTC AT THE UNIVERSITY OF VERMONT

Staff: Colonel Mark Czechut, Professor of Military Studies; Major James Patzer, Captains Dennis Bruner, David Donahue and Richard Millett; Master Sergeant Donald Hopkins; Sergeant First Class Young.

Students at Saint Michael's College may cross-enroll in either the Four-Year or Two-Year Army ROTC Program through the University of Vermont. Courses in the first two years of the four-year program are designed to develop in freshmen and sophomore cadets an awareness of the nature of military service, historical roles, and impact upon international relations. In addition to these classroom courses, outdoor oriented courses in survival, rappelling and backpacking/orienteering are offered. Participation in the first two years involves no student obligation.

Sophomores desiring to enter the two-year program may qualify by attending either the 6-week summer camp at Fort Knox, Kentucky, or summer session at the UVM campus.

The junior and senior years introduce the skills necessary for a commissioned officer to perform during his initial assignment.

Open to men and women, virtually all undergraduate majors are acceptable.

Saint Michael's students enrolled in UVM Military Studies courses are eligible to compete for Army ROTC Scholarships. One-year, two-year and three-year scholarships include full tuition, fees, books and classroom supplies plus a tax-free subsistence allowance of \$100.00 per month. Interested students should contact the Department of Military Studies, 601 Main Street, UVM or call (802) 656-2966.

Extracurricular activities: Ethan Allen Rifles and Champlain Sabres, which are chartered Student Association activities under the sponsorship of the Department of Military Studies.

Monetary benefits: A total of \$2,800.00 during the last two years, exclusive of scholarship benefits.

Service obligation: Several options exist, ranging from 3 months' active duty to career service for those qualifying.

Uniforms furnished during the last 2 years and to freshmen and sophomores participating in extracurricular activities.

*Course Prerequisites:* MS 1 through MS 18: freshman or sophomore standing, or Department approval. MS 201 through MS 204: students must be enrolled in the Army ROTC Advanced Course.

## **MS 1 INTRODUCTION TO MILITARY STUDIES (2)** *Fall and Spring*

Military heritage; customs and traditions of the service, historical development of the Army and its role in support of national objectives; the diversity of missions performed during both peace and war; civil-military relations; the role of ROTC, the National Guard and Reserve; the military as a profession.

*Bruner.*

*Two hours.*

## **MS 2 WAR AND SOCIETY (2)**

*Fall and Spring*

War and military systems in historical perspective. Effects of society on war and war on society; the military thinkers; issues in the control of military force.

*Donahue.*

*Two hours.*

## **MS 4 CONTEMPORARY WORLD MILITARY SCENE (2)**

*Fall and Spring*

Examines current international uses of military forces, viewed against a background of long range national concerns, especially of the U.S., U.S.S.R., NATO, the Warsaw Pact and China.

*Bruner.*

*Two hours.*

## **MS 5 SIMULATIONS AND WARGAMING (3)** *Fall and Spring*

Evolution of simulations. Uses of models, simulations, and games. Explores the methodology and dynamic processes in simulation with an emphasis on their military application. Various types are play-tested as part of the study.

*Donahue.*

*Three hours.*

## **MS 12 RAPPELLING (1½)**

*Fall and Spring*

Basic instruction in rope management, rope installation and rappelling, consisting of both classroom instruction and outdoor practical exercises.

*Young.*

*One-half hour.*

## **MS 16 SURVIVAL (1)** *Fall and Spring*

Instruction in wilderness survival techniques, to include land navigation, procurement of food, water and shelter. Includes overnight survival exercise in a wilderness environment.

*Young.*

*One hour.*

### **MS 18 BACKPACKING/ ORIENTEERING (1)**

*Fall and Spring*

Instruction in the basics of backpacking, to include an overnight hike in the Green Mountains of Vermont.

**Hopkins.**

**One hour.**

### **MS 201 LEADERSHIP AND MANAGEMENT I (2)**

*Fall*

Leader's role in directing and coordinating efforts of individuals and small groups in obtaining goals. An orientation into military occupational specialties.

**Millett.**

**Two hours.**

### **MS 202 LEADERSHIP AND MANAGEMENT II (2)**

*Spring*

Instruction and practical application of skills required of a military leader. Introduction to management of small organizations. Developing leadership, counselling and communication skills. Military cartography.

**Millett.**

**Two hours.**

### **MS 203 LEADERSHIP AND MANAGEMENT III (2)**

*Fall*

Analysis of techniques and procedures used in managing organizations and solving typical stressful leadership problems. Fundamentals of educational psychology applicable to instruction.

**Patzer.**

**Two hours.**

### **MS 204 LEADERSHIP AND MANAGEMENT IV (2)**

*Spring*

Investigation of selected leadership and management problems associated with personnel and unit administration, military law and ethics. Obligations and responsibilities of an officer.

**Patzer.**

**Two hours.**

## **DEPARTMENT OF BIOLOGY**

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Dr. Daniel J. Bean, Chairman; DiLorenzo, Hartnett, Hessler, Klein.

Admission to the Biology concentration ordinarily requires that the applicant have satisfactorily completed four years of high school mathematics, and one year each of biology, chemistry, and physics. High school students desiring to elect a second year of biology should do so only if they have completed chemistry and physics. SAT scores, rank in class, academic average and personal recommendation are considered on an individual basis.

The concentration in Biology introduces the student to the major core areas of biological knowledge. The program of courses provides the necessary background preparation for application to advanced studies in graduate schools, medical schools, dental schools and other pre-health programs. The student is also prepared for careers in teaching or research, and job opportunities in industry and government for which biological science is a requirement.

A qualified student may be given the opportunity to do an original laboratory or field research project during the Senior year. The results must be satisfactorily presented in a written and oral report as part of the degree requirement.

The major in Biology normally requires 12 courses within the department including Biology 101, 103, 205, 301, 410 and either 405 or 407.

Additional required courses are:

Chemistry 103-107, 201-203 or 207

Mathematics 102 (spring semester) and 103 (fall semester) (for those students who have had calculus in high school 105 is highly recommended in place of 103)

Strongly recommended are:

Chemistry 301-303 (for those interested in biochemical or physiological studies in graduate school)

Physics 220-222 (required for admission to medical or dental schools and to certain graduate school programs. Strongly recommended for all students)

French, German, Russian, or Computer Language (for those interested in graduate school)

Individualized Program:

The Biology Department offers the possibility of planning an individualized program which may meet the minimum requirements for teacher education or professional schools. Interested students should consult the department chairman.



## **100 CONTEMPORARY BIOLOGY** *Fall and Spring*

Selective considerations of the contributions of biological science to the understanding and interpretation of natural processes and their inter-relationships to some of the major problems confronting humankind. The course material will, on a semester basis, reflect the interests of the instructor.

**Non-concentrators only.**

**Three class hours each week. Three credits.**

**NATURAL SCIENCES CORE COURSE.**

## **101-103 GENERAL BIOLOGY**

*Two semesters*

A comprehensive introduction to the concepts of ecology, molecular biology, genetics, plant and animal structure and function, development and evolution.

The laboratory is designed to provide the student with fundamental experience in developing methods of biological observation and experimentation.

**Required of Biology, Psychology, and Environmental Science concentrators and pre-health care career students, others by permission of the department.**

**Prerequisite: Biology 101 for 103.**

**Lectures and a laboratory each week.**

**Four credits each semester.**

**NATURAL SCIENCES CORE COURSE.**

## **105 BIOLOGY FOR ELEMENTARY EDUCATION CONCENTRATORS**

*Spring*

An introductory course designed for students concentrating in Elementary Education; assumes no prior preparation in biology or chemistry. Lectures emphasize basic concepts of biology. Laboratories consider fundamentals and various techniques with application to teaching.

**Prerequisite: Elementary Education Concentrators; others by permission only. Not open to students with credit in Biology 100, 101 or 103.**

**Two lectures and one laboratory each week. Three credits.**

**NATURAL SCIENCES CORE COURSE**

## **205 BIOLOGY READING AND WRITING** *Fall and Spring*

Reading, writing, discussion and oral presentations in which the student learns to explore the fundamental sources of biological knowledge. The student may extend his/her study in any area of basic biological concepts that was considered during the general course. A close learning rapport is provided between the student and teacher.

**Limited to Biology and Environmental Science Concentrators.**

**Group discussions and personal consultations. Three credits.**

## **206 FIELD BIOLOGY** *Fall*

A study of local flora and fauna with emphasis on the techniques of collection, identification and preservation of specimens. Lectures cover the taxonomic and phylogenetic aspects of the various organisms.

**Prerequisite: Biology 101-103.**

**Lectures and a laboratory each week.**

**Four credits.**

## **213 PRINCIPLES OF ANIMAL NUTRITION** *Fall*

Lectures on the chemistry and physiology of nutritive requirements of growth, maintenance and other body functions. Other topics will include digestion, absorption, transport, and metabolism of nutrients.

**Prerequisites: Biology 101-103 or permission of instructor.**

**Lectures and optional lab. Three or four credits.**

## **301 CELL BIOCHEMISTRY** *Fall*

An introduction to the molecular basis of structure and function in living organisms. The current concepts of energy transformation, enzyme kinetics and major metabolic pathways and their control are explained and evaluated. The laboratory employs fundamental qualitative and quantitative methods used in the study of biomolecules. Problem solving and the interpretation and significance of experimental data are stressed.

**Prerequisites: Chemistry 201-203.**

**Lectures and laboratory each week. Four credits.**

**Prerequisite: Biology 100, 101-103 or 105.**

## **305 INVERTEBRATE BIOLOGY**

*Spring*

A study of invertebrates, their morphology, physiology and evolutionary relationships as evidenced by system development throughout the phyla. Lectures and laboratories will present representative types as illustration of the principles being discussed. Laboratories will include both dissection and experiments.

**Prerequisites: Biology 101-103**

**Lectures and laboratory each week. Four credits.**

## **307 VERTEBRATE BIOLOGY**

*Spring*

A comprehensive treatment of the comparative gross anatomy of selected types of vertebrates and their evolutionary relationship. A detailed study is made of vertebrate microanatomy and the development of certain tissues and organs. The laboratory stresses a detailed dissection of a representative of the vertebrate classes along with a microscopic study of mammalian tissues and organs.

**Lectures and a laboratory each week.**

**Four credits.**

**321 ECOLOGY** *Not offered in 1983-84*

The study of the responses of animals and communities to environmental change. Concepts of physical and biotic factors and their effects on the abundance and distribution of animals are considered, as are principles of population structure, growth and energy flows in communities.

Laboratories stress standard techniques of ecological research.

**Lectures and a laboratory each week.**  
**Four credits.**

**323 GENETICS**

**Spring**

An in-depth introduction to basic Mendelian and non-Mendelian genetics as well as molecular and population genetics. Laboratory experiences include problem analysis in *Drosophila* and human genetics.

**Prerequisite: Biology 101-103, Junior Standing.**

**Lectures and a laboratory each week.**  
**Four credits.**

**341 ANIMAL BEHAVIOR**

**Spring**

Current theories on animal behavior in vertebrates and invertebrates. Emphasis on the works of Lorenz, Von Frisch, Tinbergen, Gould, Wilson, Scott, Palmer and Brown, among others. Topics will include behavior mechanisms in aggression, migration, orientation, mimicry, biological clocks, social organizations and other areas of animal behavior.

**Prerequisite: Biology 100, 101-103 or 105.**

**Three class hours each week. Three credits.**

**345 ANIMAL DEVELOPMENT**

**Fall**

Selected aspects of animal growth and development. Lecture material considers the topics of developmental sequences, cellular differentiation, genetic regulation, organogenesis and mammalian development. Laboratory experiences consider classical morphology and experimental embryology.

**Prerequisite: Biology 103.**

**Lectures and laboratory. Four credits.**

**405 MICROBIOLOGY**

**Fall**

A study of the structure, development, growth and physiology of organisms classified as bacteria, algae and fungi; certain aspects of virology and immunology are considered. Laboratory explores taxonomy and morphology as well as physiology and biochemistry of micro-organisms.

**Prerequisite: Junior standing.**

**Lectures and a laboratory each week.**  
**Four credits.**

**407 PLANT PHYSIOLOGY**

**Spring**

A study of the functions of plants, of bio-organization from the subcellular to the organism, showing the integration of cells, tissue systems, and the plant body. The socio-economic role of plants as food crops and aspects of economic botany are considered. Lecture and laboratory experience in different aspects of the physiology of the flowering plants.

**Prerequisite: Junior standing.**

**Lectures and a laboratory each week.**  
**Four credits.**



**409 ANIMAL PHYSIOLOGY**

**Spring**

A comparative study of physiological systems in invertebrate and vertebrate animals with emphasis on the human. The structural and functional evolution of each of the major systems is discussed. Laboratory experiences range from classical to modern electrophysiological.

**Prerequisite: Junior standing.**

**Lectures and a laboratory each week.**  
**Four credits.**

**410 SENIOR SEMINAR**

**Fall and Spring**

The seminar topics are directed toward specific areas of biological investigation: evolution theory, historical and social biology, molecular studies, etc. The seminars are also open to special topics presented by the participants. The significant experimental data and their interpretation in relation to the problem investigated are emphasized. Group discussion is keynoted.

**Three credits.**

**420 SENIOR**

**RESEARCH**

**One or Two Semesters**

Senior research provides an opportunity for students who have demonstrated above average performance to undertake a laboratory or field investigation with a member of the Biology Faculty. The results must be reported in written form and presented in a seminar.

**Three credits each semester.**

**499 RESEARCH INTERNSHIP**

Qualified juniors and seniors may petition the department and Academic Dean to participate as a researcher in one of a variety of off-campus facilities. Requirements include: selected readings, extensive research, a final research report and oral presentation.

**Credit to be arranged; maximum of fifteen credits.**



# DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

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Dr. Joseph Amrhein, Chairperson; Anderson, Benson, Carvellas, Fortune, Giuffre, Kenny, Kessel, Knight, Kuklis, Lamarche, Stoler, Thomas, Wadsworth, Weary.

Lecturers: Boardman, Caldbeck, Charron, Desautels, Esping, Hindes, Metz, Ventura, Wicker, Wolff.

The department offers concentrations in Accounting, Business Administration, Economics and Health Administration (for students with an R.N. or other health related Associate Degree). Requirements for each option are listed below.

## THE CONCENTRATION IN ACCOUNTING

*Required courses:*

*Freshman year: Math 101, Computer Science 101, Business 121-123.*

*Sophomore year: Business 207 or Math 102, Business 208, 221-223,*

*Economics 101-103.*

*Junior year: Business 315-317, 351.*

*Senior year: Business 415, 450, 451.*

*Strongly recommended: Business 243, 453, 457.*

## THE CONCENTRATION IN BUSINESS ADMINISTRATION

The concentration in Business Administration is designed to develop an awareness of the structure of the business firm and the decision-making processes of the management function. Students are prepared to accept administrative positions in business, government and the non-profit sector, or to enter an advanced degree program.

*Required Courses:*

*Freshman year: Math 101, Computer Science 101, Business 121-123.*

*Sophomore year: Business 207 or Math 102, Business 208, Economics 101-103.*

*Junior year: Business 303, 305, 315-317.*

*Senior year: Business 455.*

## THE CONCENTRATION IN ECONOMICS

Further information regarding requirements for the concentration in Economics may be found on page 66.

## THE CONCENTRATION IN HEALTH ADMINISTRATION

The Bachelor of Arts Degree in Health Administration is designed for qualified registered nurses and other health professionals seeking to expand their educational and professional experiences. Registered nurses of accredited three-year diploma programs as well as those who possess Associate Degrees in health related fields may be given advanced standing toward their Bachelor's degree (120 credit hours). Credit for prior course work and specific remaining course requirements will be evaluated on an individual basis.

*Required Courses:*

*Business 103, 207, 231, 301, 319, 321, 341, 365, 410. Economics 109.*

## COURSE SUGGESTIONS FOR NON-BUSINESS CONCENTRATORS

*Business 101, 208, 231, 303, 305, 355, Computer Science 101, Economics 107 or Economics 101.*

An interested student may take as many of these courses as desired. Business 101 is an appropriate course to elect initially as it surveys all the areas of business. In taking this course the non-concentrator may discover a particular phase of business that he or she might wish to pursue further.

# SAINT MICHAEL'S – CLARKSON COLLEGE MBA 4 + 1 Program

Saint Michael's College has established an agreement with Clarkson College (Potsdam, New York) that allows students to plan their undergraduate program to include courses which will serve as foundation for graduate study in management. These foundation courses include material required in the first year of study in MBA programs elsewhere; therefore, students who plan their undergraduate program carefully are able to earn the undergraduate degree and the MBA degree in five years.

Students currently enrolled in non-management programs should endeavor to select appropriate electives in order to complete most of the foundation courses as a part of their undergraduate program. If necessary, any remaining foundation courses may be taken in the two sessions offered each summer at Clarkson, prior to beginning the MBA program.

Foundation requirements include satisfactory completion of at least three semester hours in each of the following subjects:

Economics	Finance	Production
Management Principles	Computer Programming	Business and Society
Accounting	Marketing	Statistics and Probability

In addition, it is assumed that students will have a working knowledge of *calculus*.

Listed below are approved courses at Saint Michael's College which all satisfy foundation requirements.

## Clarkson

AC 528	Basic Concepts of Accounting
EC 592	Introduction to Microeconomics and Macroeconomic Analysis
FN 361	Finance
MG 542	Production Management
MG 543	Computer Programming
MG 584	Statistics & Probability Theory
MG 590	Business and Society
MG 598	Principles of Management and Organizational Theory
MK 595	Marketing

## Saint Michael's College

121-123	Introductory Accounting
101-103	Principles of Economics
315-317	Financial Policies of Corporations
455	Operations Management
101	Computer Science
207	Statistics
457	Commercial Law or
441	Corporate Social Responsibility
365	Organization Theory and Human Behavior in Organizations
305	Marketing

As soon as possible after completing the third year of undergraduate study, applicants should obtain, complete, and submit an official "Clarkson College Application for Admission and Assistance for Graduate Study" form. All requests for applications should be sent to: Dean of the Graduate School, Clarkson College, Potsdam, New York 13676.

## 101 INTRODUCTION TO BUSINESS *Fall and Spring*

Designed to provide a general overview of the business world and its interrelationships between groups and departments within a firm and between a firm and its outside environments; to stimulate an interest in and initiate an awareness of this important dynamic force in present-day society.

**Not open to Business Administration concentrators.**

**Three class hours each week. Three credits.**

## 103 INTRODUCTION TO HEALTH ADMINISTRATION

The course is designed to review the major features of the health industry and the part played by the health service manager.

**Open to Health Administration concentrators only.**

**Three class hours each week. Three credits.**

## 121-123 INTRODUCTORY ACCOUNTING

**Two semesters**

Accounting is an important aid to management. Much time is devoted to demonstrating how accounting data can be used to assist in decision making and control. Business transactions are analyzed and recorded in order to assemble financial data, which is then interpreted for management.

**Three class hours each week plus laboratory.**

**Three credits each semester.**

## 207 STATISTICS *Fall and Spring*

Elementary theory and techniques of statistical conference. Enumerative and analytical studies; acceptance sampling and problems in testing and estimation.

**Open only to Business concentrators. Math 102 may be taken instead.**

**Prerequisites: Business 115 or Math 101. Three class hours each week. Three credits.**



**208 BUSINESS LAW** *Fall and Spring*  
The fundamentals of the law of contracts, sales, negotiable instruments, partnerships and corporations.

**Three class hours each week. Three credits.**

## **221 - 223 INTERMEDIATE ACCOUNTING**

*Two semesters*

A course in account theory and practice; complex problems of accounting for corporations; problems connected with the valuation of asset, liability, and net worth accounts; analysis of statements; other topics of an advanced nature.

**Prerequisites: Business 121-123.**

**Three class hours each week. Three credits each semester.**

## **231 FUNDAMENTALS OF ACCOUNTING**

*Fall*

Designed for the non-business student who wants a basic knowledge of accounting without the details of bookkeeping. Major emphasis is focused on the contents of financial statements and the interpretation and possible uses of this information. Basic concepts such as budgets, interest, discounting notes, and inventory valuation are included.

**Not open to Business Administration Concentrators.**

**Three class hours each week. Three credits.**

## **243 COST ACCOUNTING FOR MANAGERS**

*Fall*

Combines the study of cost systems with the development of accounting data for purposes of decision-making, control, and evaluation. Recommended for both Accounting and Business concentrators.

**Prerequisites: Business 121-123.**

**Three class hours each week. Three credits.**

## **301 PRINCIPLES OF MANAGEMENT FOR HEALTH PROFESSIONALS**

This course helps the student in understanding managerial concepts, processes and methods. Topics include goal setting, planning, organizational design, human factors in the organization, decision-making and control systems. A background in the health industry is assumed.

**Open to Health Administration concentrators only.**

**Three class hours each week. Three credits.**

## **303 PRINCIPLES OF MANAGEMENT**

*Fall and Spring*

Examines and encourages the development of useful managerial skills by familiarizing the student with the field of management as it exists today. Significant use of analytical capabilities and quantitative techniques. Topics include goal setting, planning, organizational design, human factors in the organization, decision-making and controlling activities.

**Three class hours each week. Three credits.**

**305 MARKETING** *Fall and Spring*  
A managerial approach to marketing problems. Marketing strategy and designing a market mix are stressed to give the student a broad view. This planning takes place in a dynamic social and political environment with extensive treatment given to the effect of the economy on marketing.

**Three class hours each week. Three credits.**

## **315 - 317 FINANCIAL POLICIES OF CORPORATIONS**

*Two semesters*

Methods and problems of financial management. Capital budgeting, methods of financing, asset management, corporate expansion and contraction, and the fundamentals of financial analysis are considered.

**Prerequisites: Math 101, Business 121-123, 207 or Math 102.**

**Three class hours each week. Three credits each semester.**

## **319 BUSINESS COMMUNICATIONS**

*Fall and Spring*

Theory and practice in the general areas of written and oral business communications. Special emphasis is given to the various types of business letters and the development of the formal business report. Style, accuracy, and readability are stressed.

**Open only to Business Concentrators.**

**Three class hours each week. Three credits.**

## **321 PERSONNEL ADMINISTRATION**

*Fall and Spring*

The area of personnel administration: organization for personnel, staffing, recruiting, selection, training of employees, employee evaluation, job analysis, salary and wage administration, promotion, demotion, incentives and morale.

**Three class hours each week. Three credits.**

## **325 SALES AND SALES MANAGEMENT**

*Fall*

The qualifications of the salesperson in today's competitive world from a consumer-oriented approach. Special emphasis is given to the psychological and behavioral considerations of selling. Through case studies attention is focused on the dynamic area of sales strategy as it is planned, implemented, and controlled in business.

**Prerequisite: permission of instructor.**

**Three class hours each week. Three credits.**

## **341 LABOR RELATIONS**

*Fall and Spring*

A broad survey course. Topics include the history of the American labor movement, the development of labor law in the United States, and an analysis of the techniques and strategies of collective bargaining both for management and labor in the public and private sectors. Various methods of dispute settlement including mediation, arbitration and fact finding will be considered.

**Three class hours each week. Three credits.**

**345 BUSINESS RETAILING Spring**

An exploration of the evolution of American retail institutions together with a practical introduction into the field of retail merchandise control and promotion. Coverage of both large and small retail operations.

**Prerequisite:** permission of instructor.

**Three class hours each week. Three credits.**

**351 ADVANCED ACCOUNTING Fall**

A course in accounting theory and practice. Studies of very complex accounting problems for partnerships, consolidations, fiduciaries, and governmental problems.

**Prerequisite:** Business 221-223.

**Three class hours each week. Three credits.**

**355 ELEMENTS OF FINANCE Spring**

An introduction to the world of finance. Areas covered include money, banking and credit; investments and the securities markets; and corporate financial management. This course is for the liberal arts or science concentrator who has no previous training in finance.

**Not open to Business Administration concentrators.**

**Three class hours each week. Three credits.**

**361 FUNDAMENTALS OF EXPORT / IMPORT OPERATIONS Fall**

The course includes such topics as the search for and evaluation of overseas customers; the role of credit; terms, documents, pricing, and insurance; foreign exchange and international banking; and advertising and promotion.

**Prerequisites:** Economics 101-103 or 107, and Business 305.

**Three class hours each week. Three credits.**

**365 ORGANIZATION THEORY AND HUMAN BEHAVIOR IN ORGANIZATIONS Fall**

An analysis of the evolution of organization theory which focuses on the design of modern organizations and human behavior in organizations. Topics include history of organization theory, structural design variables, the matching of organization design to task and environment, alternative leadership styles, power and conflict, motivation and the consequences of organization architecture.

**Prerequisite:** Business 303.

**Three class hours each week. Three credits.**

**367 ORGANIZATION DEVELOPMENT AND CHANGE Spring**

This course examines the areas of organization development and the management of planned change. Topics include contemporary theories of organization development (O. D.), and analysis of the O. D. process, and exploration of various O. D. interventions. Topics pertaining to planned change include understanding the change process, resistance to change, development of

change strategies, and the role of the change agent in organizations.

**Prerequisites:** Business 303, 365 or permission of the instructor.

**Three class hours each week. Three credits.**

**405 PRINCIPLES OF ADVERTISING Fall and Spring**

A broad study of advertising including its planning, creation, and use. The course reviews all media operations and attempts to lead the student through as much practical application as possible.

**Prerequisite:** permission of instructor.

**Three class hours each week. Three credits.**

**410 SEMINAR IN HEALTH LAW AND SOCIAL RESPONSIBILITIES**

Senior seminar for Health Administration concentrators.

**Open to Health Administration concentrators only.**

**Three class hours. Three credits.**

**411 INVESTMENTS Fall**

Provides a background on the various types of securities, the security markets, and the nature of public regulation of the investment industry. Fundamental and technical analyses and random walk theory are examined.

**Three class hours each week. Three credits.**

**413 INVESTMENT MANAGEMENT Spring**

This course will deal with advance investment valuation. It will explore in depth such topics as asset allocation, determination of portfolio policies, modern portfolio theory and the psychological influences in the market.

**Prerequisite:** Business 411

**Three class hours each week. Three credits.**

**415 FEDERAL INCOME TAX Fall**

Planning and preparation of tax returns for individuals is stressed with attention given to gross income, business deductions, itemized deductions, tax credits, and other special tax computations.

**Prerequisites:** Business 121-123.

**Three class hours each week. Three credits.**

**441 CORPORATE SOCIAL RESPONSIBILITY Fall**

A discussion of the role of the large corporation in society. How should the corporation respond to the various demands placed upon it? This course examines actual cases and also presents the student with several theoretical situations in an attempt to show all sides of the current debate.

**Three class hours each week. Three credits.**



#### **450 SEMINAR IN ACCOUNTING** *Spring*

Advanced theory, past and current literature, CPA exams, the AICPA, professional behavior and other accounting interests will be discussed.

**Prerequisites:** *Business 351 and 451.*

**One class hour each week. Three credits.**

#### **451 AUDITING** *Fall*

The study of systematic investigation and appraisal of procedures and operations for the purpose of determining the fairness of the financial statement presentation.

**Prerequisite:** *Business 351.*

**Three class hours each week. Three credits.**

#### **453 C.P.A. PROBLEMS** *Spring*

The working of complex accounting problems fortified by a concentrated review of basic accounting concepts for familiarization with parts of the CPA examination.

**Prerequisites:** *Business 351 and 451.*

**Three class hours each week. Three credits.**

#### **455 OPERATIONS MANAGEMENT** *Fall and Spring*

This capstone course examines the operational techniques in management activities. Topics typically include forecasting, cost benefit analysis, linear programming, transportation models, large scale project control, and inventory control. An integral component of the course is a computer-generated business game.

**Open to senior Business Administration concentrators only.**

**Prerequisites:** *Math 101; Business 121-123, 207 or Math 102, Business 303, 315.*

**Three class hours each week. Three credits.**

#### **457 COMMERCIAL LAW** *Spring*

Should be elected by students preparing for the CPA examination. The program goes beyond the scope of Business 208.

**Prerequisite:** *Business 208.*

**Three class hours each week. Three credits.**

## **THE CONCENTRATION IN ECONOMICS**

The concentration in Economics is designed to provide an understanding of economic theory and economic institutions and to apply this knowledge to the analysis of economic problems and policies.

The program is deliberately flexible in order to provide for the broad range of interests found among concentrators: training for careers in business or industry, preparation for graduate school in economics, general academic training preparatory to attending law school, or simply an interest in social studies with a particular focus on economic problems. Following a core consisting of principles of economics, macroeconomic and microeconomic theory and elementary statistics, the economics major works closely with a member of the department in an effort to plan a sequence of courses consistent with that student's interest. The Coordinating Seminar in Economics calls upon the student to use his/her training by pursuing topics of his/her own choice and discussing the research and results with his/her peers and professors in weekly seminar meetings.

Courses numbered 300 and 400 are open to both concentrators and non-concentrators. Concentrators must have completed Economics 101-103 as well as Economics 205 prior to enrolling in a 300 or 400 level course. Non-concentrators interested in these courses are admitted by permission of the professor.

*Required of concentrators: Economics 101-103, 205 (or Mathematics 102), 311, 312, 410 (two semesters) and 4 elective courses in Economics for a total of 33 credits.*

*Concentrators considering graduate school should elect Economics 207.*

#### **101-103 PRINCIPLES OF ECONOMICS** *Two semesters*

This sequence introduces the student to the methodology, analytical tools, and subject matter of economics. Theory, policy and history are treated and major emphasis is given to the microeconomics and macroeconomics.

**Non-concentrators may elect either semester, as desired.**

**Three class hours each week. Three credits each semester.**

**SOCIAL SCIENCE CORE COURSE.**

#### **107 ELEMENTS OF ECONOMICS** *Fall and Spring*

An introductory study of basic economic institutions and selected economic problems. The elementary principles of economic theory are developed and applied to the analysis of selected problems.

**Not open to concentrators in Economics or Business Administration.**

**Three class hours each week. Three credits.**

**SOCIAL SCIENCE CORE COURSE.**

## **109 ECONOMICS OF HEALTH CARE**

This course provides a study of some of the economic aspects of health care including the production, distribution and organization of health services. The application of economic concepts to manpower, planning and policy problems in the health industry is included.

**Open to Health Services concentrators or with permission of the instructor.**

**Three class hours each week. Three credits.**

## **205 STATISTICS FOR ECONOMISTS**

**Fall**

The development of elementary statistical theory with applications to selected problems in economics. Emphasis tends to be on the probability theory, classical hypothesis testing and regression analysis.

**Open only to Economics concentrators.**

**Three class hours each week. Three credits.**

## **207 MATHEMATICS FOR ECONOMISTS**

**Spring**

An introductory development of basic areas of mathematics as they are applied in economic analysis. Emphasis is given to calculus or matrix algebra during alternate offerings.

**Open only to Economics concentrators.**

**Prerequisites: Economics 101-103 or 107.**

**Three class hours each week. Three credits.**

## **231 INDUSTRIAL ORGANIZATION AND PUBLIC POLICY**

**Alternate Years**

Examination of analytical and empirical problems relating to government policies toward business. Emphasis on the extent to which economic analysis can evaluate and guide formation of government policy, rationale and effectiveness of government regulations.

**Prerequisites: Economics 101-103 or 107 or permission of instructor.**

**Three class hours each week. Three credits.**

## **301 HISTORY OF ECONOMIC THOUGHT**

**Alternate Years**

This course surveys the major schools of economic thought and the principal contributions to economic theory from Aristotle to the present. Particular emphasis is given to the period beginning with Adam Smith's *Wealth of Nations*.

**Three class hours each week. Three credits.**

**SOCIAL SCIENCE CORE COURSE.**

## **303 ECONOMIC HISTORY OF THE UNITED STATES**

**Spring**

The course concentrates on the long-run determinants of economic growth in U.S. History from 1790 to the present.

**Three class hours each week. Three credits.**

## **311 MACROECONOMIC THEORY**

**Fall**

Concentrated study of economic theory at the "macro" level: e.g., the examination of consumer behavior, investment expenditures, government taxes and expenditures, etc., with a view toward providing a consistent model of income determination. Among the topics examined with this model are fiscal versus monetary policy, balance of payment deficits, growth of an economy through time, inflation, unemployment.

**Prerequisites: Economics 101-103 or permission of instructor.**

**Three class hours each week. Three credits.**

## **312 MICROECONOMIC THEORY**

**Spring**

Concentrated study of economic theory at the "micro" level: e.g., the development of demand theory beginning with the individual consumer, the determination of optimal or profit maximizing output levels for the individual firm and industry, the determination of the rate of return to the individual input to production. The course materials lead to a consideration of welfare propositions in economics as well as a view of the system as a whole through general equilibrium analysis.

**Prerequisites: Economics 101-103 or permission of instructor.**

**Three class hours each week. Three credits.**

## **315 COMPARATIVE ECONOMIC SYSTEMS**

**Alternate Years**

Study of major contemporary economic systems in their "pure" forms and as actually observed around the world. Focus on the structure and performance of alternative systems as nations try to achieve their economic goals.

**Prerequisites: Economics 101-103 or permission of instructor.**

**Three class hours each week. Three credits.**

## **317 INTERNATIONAL ECONOMICS**

**Fall**

Study of the international movements of merchandise and factors of production, as well as of the balance of payments. Theoretical analysis plus emphasis on policy questions and problems faced by the U.S. and other nations.

**Prerequisites: Economics 101-103 or 107 or permission of instructor.**

**Three class hours each week. Three credits.**

## **321 ECONOMIC DEVELOPMENT**

**Alternate Years**

Study of theories explaining economic growth and of the problems and policy choices associated with industrialization and related developmental changes. Emphasis on nations currently seeking to develop; some examination of the past growth experience of industrialized countries.

**Prerequisites: Economics 101-103 or 107 or permission of instructor.**

**Three class hours each week. Three credits.**



### **327 TOPICS IN ECONOMICS** *Alternate Years*

Intermediate level seminar, the subject matter of which will vary from year to year depending on staffing. Limited enrollment; preference given to juniors. Consult with the instructor before enrolling to ascertain topics to be studied.

**Prerequisites:** *Junior or Senior standing.*  
**Three class hours each week. Three credits.**

### **331 ECONOMICS OF THE LABOR MARKET** *Alternate Years*

Analysis of labor force, labor supply, wages, discrimination, and unemployment in terms of labor market experience and current theories of the labor market. Appraisal of the effects of unions and government policies on the economic position of labor.

**Prerequisites:** *Economics 101-103 or 107 or permission of instructor.*  
**Three class hours each week. Three credits.**

### **335 MONEY AND BANKING** *Fall*

Study of the theories and institutions of the monetary and credit system. Focus is on the role of money and credit in the U.S. economy and their impact on such variables as prices, wages, and investment.

**Prerequisites:** *Economics 101-103 or 107.*  
**Three class hours each week. Three credits.**

### **401 MONETARY THEORY AND POLICY** *Alternate Years*

An analytical discussion of money supply and money demand, monetary institutions, policy and practice. The application of monetary theory to the problems of full employment, price, stability, economic growth, and balance-of-payments equilibrium.

**Prerequisites:** *Economics 101-103 or 107.*  
**Three class hours each week. Three credits.**

### **403 PUBLIC FINANCE** *Alternate Years*

Study of the theoretical and actual role of government in the economy and of the governmental budget-making process. The focus is on

the various tax and spending programs used to achieve economic goals, with emphasis on the federal level of government in the U.S. Some study of state and local governments and international comparisons is included.

**Prerequisites:** *Economics 101-103 or 107.*  
**Three class hours each week. Three credits.**

### **405 URBAN ECONOMICS** *Alternate Years*

Examines the strengths and weaknesses of urban areas. Studies the complex interaction of political, sociological, and economic factors affecting urban areas, and emphasizes the analytical tools that have been developed.

**Prerequisites:** *Economics 101-103 or 107 or permission of instructor.*  
**Three class hours each week. Three credits.**

### **410 COORDINATING SEMINAR IN ECONOMICS** *Two Semesters*

The first semester involves a review and discussion of current topics in the field of economics. Students will also be expected to present an original research proposal. During the second semester they will complete the research and submit the final draft. Close guidance will be provided by the instructor.

**Open only to concentrators who have completed all other requirements for the major in economics or who are concurrently completing the major by taking one or two 300 or 400 level courses.**  
**Three credits each semester.**

### **413 INTRODUCTION TO ECONOMETRICS** *Alternate Years*

An elementary survey of the theoretical and empirical literature of the field of economics devoted to the statistical formulation of propositions derived from economic theory. Some attention is given to materials dealing with particular distributions which tend to characterize certain economic data. Emphasis is given to simple and multiple regression analysis as a major statistical tool of economic analysis.

**Prerequisites:** *Economics 101-103 plus one course in statistics.*  
**Three class hours each week. Three credits.**

## **DEPARTMENT OF CHEMISTRY**

Dr. Gilbert L. Grady, Chairman: Gianni, Kellner, Michaels, Van Houten.

The Department of Chemistry offers programs to meet the needs of those students whose primary interest is chemistry and who intend to pursue graduate studies or enter directly into industry or secondary school teaching. With an appropriate choice of electives the Chemistry concentration can be the foundation for a career in medicine, dentistry, or allied health sciences. **This program is certified by the American Chemical Society.**

The concentration in Chemistry should be chosen only by students who have a good aptitude for the physical sciences and mathematics. Students who plan to attend graduate school should bear in mind that a reading knowledge of French and/or German may be required.

Required courses for concentrators: Chemistry 105, 109, 204-206, 302-304, 305-307, 410, 415 and two additional semester lecture courses in Chemistry; Physics 210-212; Mathematics 105-107 and 201-203. Mathematics 303 is recommended for students intending to pursue graduate studies in Chemistry.

## **100 CHEMISTRY FOR CHANGING TIMES**

*Fall and Spring*

The classical principles of chemistry are applied to modern day science and technology. Topics discussed include food additives, drugs, nuclear power, plastics and pesticides.

*Three class hours each week. Three credits.*

**NATURAL SCIENCE CORE COURSE.**

## **101 THE MYSTERY OF MATTER** *Fall*

This course is designed to provide a background for understanding the problems, limitations, and implications of the scientific age. It traces the development of the physical concepts which led to the discovery of atomic energy and the structure of living matter. The nature of science is conveyed through the original writings of scientists themselves.

*Three class hours each week. Three credits.*

**NATURAL SCIENCE CORE COURSE.**

## **103 STOICHIOMETRY** *Fall*

A comprehensive study of quantitative relationships in chemical reactions. The laboratory consists of the study of classical methods in qualitative and quantitative analysis.

*Three class hours and one laboratory each week. Four credits.*

**NATURAL SCIENCE CORE COURSE.**

## **105 STOICHIOMETRY** *Fall*

Lecture same as 103. The laboratory presents a more extensive study of qualitative and quantitative methods of chemical analysis.

*Three class hours and two laboratories each week. Five credits.*

**NATURAL SCIENCE CORE COURSE.**

## **107 CHEMICAL BONDING AND ENERGETICS** *Spring*

Topics covered include atomic structure, bonding and molecular structure, basic thermodynamic relationships, reaction kinetics and acid-base theory. The laboratory consists of a continued study of quantitative analytical methods.

*Prerequisite: Chemistry 103 or permission of instructor.*

*Three class hours and one laboratory each week. Four credits.*

**NATURAL SCIENCE CORE COURSE.**

## **109 CHEMICAL BONDING AND ENERGETICS** *Spring*

Lectures same as 107. The laboratory consists of a more intensive study of modern methods of quantitative analysis.

*Prerequisite: Chemistry 105 or permission of instructor.*

*Three class hours and two laboratories each week. Five credits.*

**NATURAL SCIENCE CORE COURSE.**

## **111 ENVIRONMENTAL CHEMISTRY** *Fall and Spring*

A study of the problems of environmental pollution with the main focus on the chemistry and chemical compounds involved.

*Three class hours each week. Three credits.*

## **201-203 ORGANIC CHEMISTRY** *Two semesters*

A study of organic reactions with emphasis on functional groups, reactive intermediates, reaction mechanisms, and synthesis. The laboratory consists of experiments designed to familiarize the student with the experimental techniques of organic chemistry and to demonstrate some of the principles presented in the classroom.

*Prerequisite: For Chemistry 203: completion of Chemistry 201 or equivalent.*

*Three class hours and one laboratory each week. Four credits each semester.*

## **204-206 ORGANIC CHEMISTRY** *Two semesters*

Lectures same as 201-203. The laboratory consists of an introduction to organic laboratory techniques with emphasis on qualitative analysis by classical and instrumental methods.

*Three class hours and two laboratories each week. Five credits each semester.*

## **207 ORGANIC CHEMISTRY** *Not offered in 1983-84*

This one semester course is designed for life science and Environmental Science students and for students who need a survey of organic chemistry. Students are introduced to nomenclature, essential functional groups, basic organic reactions, and concepts of structure that relate to properties of organic molecules. Relevant applications of organic chemistry to biological systems are emphasized wherever possible. The laboratory emphasizes techniques in experimental organic chemistry.

*Prerequisite: Chemistry 103-107 or 105-109.*

*Restrictions: Credit may not be earned for both Chemistry 201 and 207. Chemistry 201 does not fulfill the one semester organic chemistry requirement.*

*Lectures and a laboratory each week. Four credits each semester.*

## **301-303 PHYSICAL CHEMISTRY I AND II** *Two semesters*

This course considers the laws and energy relationships which apply to the description of physical states and chemical processes. It includes a detailed study of thermodynamics, physical states of matter, kinetics, equilibria and modern concepts of atomic and molecular properties.

*Prerequisites: Math 103 or equivalent; one year of college physics.*

*Three class hours each week. Three credits each semester.*



### **302-304 PHYSICAL CHEMISTRY I AND II** *Two semesters*

Lectures same as 301-303. The laboratory emphasizes techniques for measuring the physical properties and energy changes of chemical systems.

**Prerequisites:** as for 301-303.

**Three class hours and two laboratories each week. Five credits each semester.**

### **305 INORGANIC CHEMISTRY** *Fall*

A study of atomic and molecular structure in the inorganic chemistry of compounds of the main group elements. Periodic relationships in the chemical and physical properties of these compounds is emphasized. Molecular symmetry and bonding provide an introduction to group theory.

**Prerequisites:** Chemistry 103 and 107 or equivalent.

**Three class hours each week. Three credits.**

### **307 ADVANCED INORGANIC CHEMISTRY** *Spring*

A detailed study of coordination chemistry. The structure, properties, and reactions of transition metal complexes are discussed. Applications in areas such as catalysis and bioinorganic chemistry are surveyed.

**Prerequisite:** Chemistry 302, 305.

**Corequisite:** Chemistry 304.

**Three class hours each week. Three credits.**

### **401 ADVANCED ORGANIC CHEMISTRY** *Fall*

A comprehensive study of modern organic synthesis with emphasis on reaction mechanisms and stereochemistry.

**Prerequisite:** One year of Organic Chemistry, and Chemistry 302 or enrollment in 302.

**Three class hours each week. Three credits.**

### **403 PHYSICAL ORGANIC CHEMISTRY** *Spring*

A study of organic reactions with emphasis on rates, activation parameters, molecular orbitals and symmetry.

**Prerequisite:** One year of Organic Chemistry and Chemistry 302 or enrollment in 302.

**Three class hours each week. Three credits.**

### **410 SEMINAR**

This course is designed to familiarize the student with the literature of chemistry. Each student will present a series of seminars from current chemical literature. In addition, each student will defend orally an original research proposal. This proposal should demonstrate problems and an appreciation for the experimental methods.

**Three credits each semester.**

### **411 INSTRUMENTAL ANALYSIS** *Not offered in 1983-84*

This course presents the theoretical and practical aspects of instrumental analysis. The approach is more quantitative than that used in Chemistry 413, and should be taken by students who have completed or are enrolled in one year of Physical Chemistry. The laboratory consists of spectrometric, chromatographic and electrochemical methods of analysis. Data processing of experimental results is employed.

**Prerequisite:** Completion of Chemistry 302-304 or completion of Chemistry 302 and concurrent enrollment in 304. Alternates with Chemistry 413.

**Three class hours and one laboratory each week. Four credits.**

### **413 INSTRUMENTAL ANALYSIS** *Spring*

This course presents the theoretical and practical aspects of instrumental analytical chemistry. The laboratory consists of electrochemical, spectrometric, chromatographic, and radiometric methods of analysis.

**Prerequisites:** One year of college level Physics and Chemistry 107 or 109, 201 or equivalent.

**Three class hours and one laboratory each week. Four credits.**

### **415 PHYSICAL CHEMISTRY III** *Fall*

A continuation of Chemistry 301-303 including an introduction to quantum mechanics.

**Prerequisites:** Chemistry 301-303.

**Three class hours each week. Three credits.**

### **421-423 CHEMICAL RESEARCH** *Fall and Spring*

The laboratory work consists of a research effort designed to introduce current chemical research problems and techniques. A written report is required.

**Prerequisite:** Permission of Chemistry Department Chairman and completion of Chemistry 302-304.

**Three credits each semester.**

## **DEPARTMENT OF CLASSICS**

Dr. James P. Conley, Chairman; Citarella.

The Department of Classics offers courses in Latin and Greek for students who wish to develop a capacity to read the literature written in those languages. It offers, also, courses in the history of Greek and Roman civilization and literature in translation for all interested students.

A program of concentration is offered in Latin for those students who plan to do graduate work in Classical or Romance languages and in the field of ancient or medieval history, and for those who expect to teach Latin in the secondary schools or those who are interested in the cultural value of the Classics. The following are the objectives of the program: to develop the student's ability to read and translate at sight representative works of Latin authors; to teach the student skill and style in Latin composition, conversation and prosody; to develop an understanding of the lasting contribution of Graeco-Roman civilization to our culture and way of life.

*Required of concentrators: Latin 105-107, 201-203, 303, 401-403, 410.*

*Recommended electives: Greek 101-103, 201-203; Classical Civilization 211, 301-303, 305-307, 316, 318.*

## GREEK

### 101-103 ELEMENTARY GREEK *Two semesters*

Introduction to the forms, vocabulary and syntax of classical Attic Greek. Selected readings from Xenophon and Plato.

*Three class hours each week. Three credits each semester.*

### 201-203 GREEK PROSE LITERATURE *Two semesters*

Study of the fundamentals of Classical Greek. Selected readings from Demosthenes, Plato and Thucydides.

*Three class hours each week. Three credits each semester.*

## LATIN

### 101-103 ELEMENTARY LATIN *Two semesters*

An introduction to the basic forms, vocabulary and syntax of Latin.

*Three class hours each week. Three credits each semester.*

### 105-107 INTERMEDIATE LATIN *Two semesters*

A review of the basic structure and idioms of the Latin language. The aim of this course is to develop a reasonable ability in reading, translation, composition and conversation.

*Prerequisite: Two years of high school Latin or Latin 101-103.*

*Three class hours each week. Three credits each semester.*

### COMMUNICATION SKILLS CORE COURSE.

### 201 ROMAN HISTORIANS *Fall*

Selected readings from Sallust, Cicero, Caesar, Livy and Tacitus with lectures and readings on the development of historical writing in Rome.

*Three class hours each week. Three credits.*

### 203 ROMAN LYRIC POETRY *Spring*

Selected readings from Catullus, Horace and Virgil. A study of Roman poetical forms and genres.

*Three class hours each week. Three credits.*

### 301 PATRISTIC LATIN *Fall*

Readings from St. Augustine's *Confessions* and *City of God*, and from prose and poetry writings of other Latin Church Fathers.

*Three class hours each week. Three credits.*

### 303 MEDIEVAL LATIN *Spring*

A survey, through selected readings, of the secular and religious poetry and prose from the sixth to the thirteenth century A.D.

*Three class hours each week. Three credits.*

### 401-403 ADVANCED LATIN PROSE COMPOSITION *Two semesters*

A study of Latin rhetoric with particular emphasis on the appreciation of the differences between formal, oratorical and epistolary style. Translation and composition based on selected models from Latin literature.

*Three class hours each week. Three credits each semester.*

### 410 COORDINATING SEMINAR IN LATIN *Two semesters*

Reading program begun in the junior year is continued from a second area of concentration. Two research papers, a philological and historical study are required from each concentrator. Written and oral reports will form the basis of discussion for the meetings.

*Three class hours each week. Three credits each semester.*

## CLASSICAL CIVILIZATION

### 211 CLASSICAL MYTHOLOGY: THE DIVINITIES OF GREECE AND ROME *Fall*

This course is an introduction to the varied world of myth among the Greeks and Romans. Its scope extends from the Greek stories of creation to the transmission of Greek myth to Rome. The antique tales, striking plots, and remarkable characters that have enjoyed some popularity through the ages are considered by reading works of authors such as Homer, Virgil, and Ovid. References to art and music as well as to the role that myth has played in the enrichment of our English literature and vocabulary supplement the basic readings.

*Three class hours each week. Three credits.*

### HUMANITIES CORE COURSE.



### **301-303 HISTORY OF GREECE** *Two semesters*

This rise and development of Hellenic culture. The course is devoted to a study of the political and social history of Greece from the beginnings to the age of Alexander. This is preceded by a survey of the Oriental civilizations by which the Greeks were influenced.

**Three class hours each week. Three credits each semester.**

**HUMANITIES CORE COURSE.**

### **305-307 HISTORY OF ROME** *Not offered in 1983-84*

A study of the political and social history of Rome from the origins to the Fourth Century of the Christian Era.

**Three class hours each week. Three credits each semester.**

**HUMANITIES CORE COURSE.**

### **316 ENGLISH ETYMOLOGY PART I: GREEK** *Spring*

A brief introductory background to the history of the Indo-European family of languages is followed by a study of the most common phonetic and morphological changes in the Indo-European group. The main emphasis of the program will be the derivation of English words from Greek bases and word analysis, giving special attention to unfamiliar words and to scientific and technical vocabulary.

**Three class hours each week. Three credits.**

**COMMUNICATION SKILLS CORE COURSE.**

### **318 ENGLISH ETYMOLOGY PART II: LATIN** *Fall*

A continuation of the program of Part I with emphasis on the derivation of English words from Latin bases. Word analysis, giving special attention to unfamiliar words and to the scientific and technical vocabulary.

**Three class hours each week. Three credits.**

**COMMUNICATION SKILLS CORE COURSE.**

### **403 THE CLASSICAL EPIC** *Spring*

This course deals with the genre of epic as it has developed from Homer through Virgil and Milton. Works to be treated include: *Iliad*, *Odyssey*, *Argonautica*, *Aeneid* and *Paradise Lost*.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **405 THE GREEK AND THE ROMAN THEATRE**

*Not offered in 1983-84*

From Aeschylus to Seneca. The development of dramatic forms from Attic drama to Roman comedy, with reference to modern adaptations.

**Three class hours each week. Three credits**

**HUMANITIES CORE COURSE.**

## **DEPARTMENT OF COMPUTER SCIENCE**

Linda S. Halsted, Chairperson; Trono.

The concentration in Computer Science is a new offering at Saint Michael's instituted in September, 1982. It is designed to provide a solid foundation in programming languages, data structures, machine architecture and data communications. After completing a required core students will choose to focus their academic program either with a Scientific or a Business emphasis.

Those students who wish to work directly in the various aspects of the computer industry are advised to follow the scientific path as this provides a very solid technical background in Computer Science. Those who plan to attend graduate school in Computer Science should also follow this path as the required theory courses are included. The Business emphasis is designed for those students who wish to enter the business community and apply their Computer Science knowledge to the problems of management, economics and marketing.

The curriculum has been designed to allow the student to delay the choice of emphasis until as late as the end of the Sophomore year. Since the courses are almost identical for the first two years, the commitment to one path or the other may be delayed until the student has gained a familiarity with the subject matter.

*Required of concentrators in both paths: Computer Science 101, 103, 201, 203, 301, 305, 307, 401, 403; Math 102, 109, 111, 207, 209; English 101.*

*In addition, the following courses are required:*

*Scientific emphasis: Computer Science 303, 309, 405.*

*Business emphasis: Computer Science 205, 407, 409; Business 121, 123, 355; Economics 107; Either Business 303 or Business 305.*

## **101 COMPUTER PROGRAMMING I**

*Fall and Spring*

This course is designed to teach students how to solve problems with a computer. The course introduces algorithm design, program coding, documentation and testing. Programs will be written in FORTRAN and run on the College's PDP 11/44.

**Three class hours each week. Three credits.**

## **COMMUNICATION SKILLS CORE COURSE.**

## **103 COMPUTER PROGRAMMING II**

*Fall and Spring*

Continued development of programming style and techniques. This course studies the basic aspects of string processing, simple data structures (linked lists, binary trees, stacks and queues) and types of parameter passing. The course will require an extensive number of programming projects.

**Prerequisite: Computer Science 101.**

**Three class hours each week. Three credits.**

## **201 INTRODUCTION TO MACHINE ORGANIZATION AND ASSEMBLY LANGUAGE**

*Fall*

Introduces the student to computer architecture, machine language, and assembly language programming. Covers internal representation of instructions and data, instruction execution, addressing techniques, assembly language features, macro definition and use, I/O programming and interrupts. Students will write several MACRO programs for the PDP 11.

**Prerequisite: Computer Science 103.**

**Three class hours each week. Three credits.**

## **203 INTRODUCTION TO FILE PROCESSING**

*Spring*

This course presents the hardware characteristics of various secondary storage devices including magnetic tape, disc and drum. The concepts and techniques of structuring data for both sequential and random access devices is also discussed. An introduction to database management systems and their use of bulk storage devices is presented.

**Prerequisite: Computer Science 201 or Computer Science 103 and permission of instructor.**

**Three class hours each week. Three credits.**

## **205 SURVEY OF BUSINESS PROGRAMMING LANGUAGES**

*Fall and Spring*

Study of main features and uses of various programming languages including COBOL, RPG, PL/I and Data Base languages. Students will learn the basic syntax of the languages.

**Prerequisite: Computer Science 103.**

**Three class hours each week. Three credits.**

## **207 INTRODUCTION TO COMPUTER GRAPHICS**

*Not offered in 1983-84*

Topics include: interactive graphics programming and graphics packages and libraries; graphics hardware design and capabilities; design of user/computer interfaces; geometric transformations for 2D and 3D representations.

**Prerequisites: Computer Science 201 or Computer Science 103 and permission of instructor.**

**Three class hours each week. Three credits.**

## **301 DATA STRUCTURES AND THE ANALYSIS OF ALGORITHMS**

*Fall*

Topics include concepts of data and its representation in a computer; linear lists, strings, arrays, orthogonal lists, tree structures and data structures used in programming languages. Detailed study of a variety of techniques for sorting and searching. Analysis of algorithms to determine which is more efficient in a given situation.

**Prerequisite: Computer Science 103.**

**Three class hours each week. Three credits.**

## **303 ORGANIZATION OF PROGRAMMING LANGUAGES**

*Spring*

Aspects of algorithmic and functional languages. Presentation of the contour model for the run time representation of block structured programs. Binding time. Introduction to the formal specification of programming languages. Languages studied will include Algol, Lisp, Snobol, and Ada.

**Prerequisite: Computer Science 301.**

**Three class hours each week. Three credits.**

## **305 DATA BASE MANAGEMENT**

*Spring*

This course studies hierarchical, network, and relational data base systems. Special emphasis will be placed on how data is related in the three models and its effect on computer performance. Several applications are developed on each system to show implementation strategy and practical design considerations. Reliability, security, and the integrity of data are discussed.

**Prerequisite: Computer Science 301.**

**Three class hours each week. Three credits.**

## **307 DATA COMMUNICATIONS**

*Fall*

Introduces the concepts and terminology of data communications. Topics covered include: information theory; analog-to-digital conversions; error detecting and correcting codes; communication protocols; communication hardware; telephony, computer network flow control and routing.

**Prerequisite: Computer Science 203.**

**Three class hours each week. Three credits.**



### **309 DIGITAL COMPUTER LOGIC, CIRCUITS AND SYSTEMS**

***Not offered in 1983-84***

Introduces the student to the theoretical and practical concepts relevant to designing digital computer components. Topics include codes for representing information, integrated circuit logic families, logic design, sequential circuit analysis and synthesis.

***Prerequisite: Computer Science 201, Math 207-209.***

***Three class hours each week. Three credits.***

### **401 PRINCIPLES OF OPERATING SYSTEMS**

***Not offered in 1983-84***

This course surveys the basic components and techniques used in operating systems starting with simple batch systems and progressing through time-sharing systems, and distributed network systems. Concepts of concurrent processes, resource management and protection will be covered.

***Prerequisite: Computer Science 301 and 307.***

***Three class hours each week. Three credits.***

### **403 COMPUTER ARCHITECTURE**

***Not offered in 1983-84***

The analysis and design of major elements of a digital computer. The course covers storage accessing; arithmetic and logical units; sequential control principles, concurrency; input/output systems and devices. The goal of the course is to equip the computer scientist to deal intelligently with hardware vendors and logic designers.

***Prerequisite: Computer Science 307.***

***Three class hours each week. Three credits.***

### **405 AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES**

***Not offered in 1983-84***

A survey of the various areas of theoretical Computer Science. Finite state concepts including acceptors, regular expressions, closure properties, sequential machines and finite state transducers. Formal grammars including Chomsky hierarchy grammars, pushdown acceptors and linear bounded automata. Computability and Turing machines including the halting problem, computable and noncomputable functions.

***Prerequisite: Mathematics 209.***

***Three class hours each week. Three credits.***

### **407 SYSTEMS ANALYSIS AND DESIGNS I**

***Not offered in 1983-84***

This course is devoted to the methodology of systems analysis. The topics of the course include an introduction to general systems theory and the theory of computer modelling in addition to the techniques of input/output specification and documentation and the analytic tools required to evaluate system performance.

***Prerequisite: Computer Science 305.***

***Three class hours each week. Three credits.***

### **409 SYSTEMS ANALYSIS AND DESIGN II**

***Not offered in 1983-84***

This course applies the concepts of Computer Science 407 to current problems in business systems analysis. The potential applications include troubleshooting existing systems, hardware and software acquisition decisions, and database security.

***Prerequisite: Computer Science 407.***

***Three class hours each week. Three credits.***

### **411 SPECIAL TOPICS IN COMPUTER SCIENCE**

***Not offered in 1983-84***

The subject matter in this course will vary from semester to semester depending on staffing. Consult with the instructor before enrolling to determine topics to be studied.

***Prerequisite: Permission of the instructor.***

### **413 COMPILER CONSTRUCTION**

***Not offered in 1983-84***

Students will learn how to design a compiler for a higher level language. Topics include: lexical analysis; syntactical analysis; bottom-up and top-down parsing techniques; symbol table creation and manipulation for local and global variable resolution; intermediate and final code generation; error recovery; portability. There will be a semester long programming project to write a compiler for a subset of Pascal.

***Prerequisite: Computer Science 203***

***Three class hours each week. Three credits.***

## **CONCENTRATION IN ECONOMICS**

See description under Department of Business Administration and Economics on page 66.

# DEPARTMENT OF EDUCATION

Dr. Judith S. Hillman, Chairperson; Coombs, Kenny, Ruoff, Stockton, Toomey.

Students who successfully complete one of this college's Teacher Certification Programs are granted Teacher Certification by the State of Vermont. This certification is accepted in many other states having reciprocal agreements with the State of Vermont.

## A. ELEMENTARY TEACHER CERTIFICATION:

Students who wish to be certified as Elementary School Teachers will follow the sequence of courses as outlined below. It should be noted that this program now enjoys the status of a "Concentration" or "Major" as defined in other sections of this catalogue.

*Required courses: Education 231, 251, 255, 311, 331, 337, 341, 421, 427, 429.*

*Electives: Education 241, 319, 333, 339, 351, 355, 403, 423.*

Other courses may be selected from the course offerings of the other departments, as determined by the needs and interests of the individual students, as well as state requirements for certification. A *Guide to Teacher Education Programs and Certification at Saint Michael's College*, available from the Education Department, lists specific competencies and additional requirements.

*N.B. To be recommended for Teacher Certification, students must maintain a 3.0 grade point average in Education courses.*

## B. SECONDARY TEACHER CERTIFICATION:

Students who wish to be certified to teach at the secondary level may do so in one of the following academic areas: English, Math, French, Spanish, Social Studies, Chemistry, Biology, Environmental Sciences, Latin, Music, Art.

*These students must satisfy all the requirements to obtain a "Concentration" (or Major) in the subject area. Also they must successfully complete the following course requirements for Secondary Teacher Certification: Education 231, 251, 255, 317, 343, 361, 411, 424.*

Other Education courses may be taken according to the needs and interests of the student. The sequence of courses in the area of concentration is available from the Education Department. A computer literacy competency must be acquired.

*N.B. To be recommended for Teacher Certification, students must maintain a 3.0 grade point average in Education courses.*

## C. SECONDARY TEACHER CERTIFICATION – 5th YEAR OPTION:

Graduates with a major or concentration in one of the academic disciplines mentioned above, who wish to obtain Teacher Certification may follow a 1-year intensive Education Program. At the conclusion of this 5th year, the successful student will have fulfilled the requirements for Certification. It is possible that some of these requirements might be satisfied by following Graduate Level courses, (M. Ed.). For further information contact the Education Department.

*N.B. To be recommended for Teacher Certification, students must maintain a 3.0 grade point average in Education courses.*

### 231 INTRODUCTION TO SCHOOLS AND TEACHING STYLES

*Fall and Spring*

This is a basic requirement for students who plan a career in education. Besides introductory content, it involves a minimum of twelve hours of observation in area schools on all levels (K-12). This is followed by eighteen hours of participation in a classroom on the level of future teaching. It provides opportunities to observe classroom situations and current curriculum procedures. The prospective teacher becomes familiar with contemporary education and with designs for teaching and learning. The objective is to help the student decide whether or not to continue in the program of teacher certification.

**Three class hours each week. Three credits.**

### 241 LITERATURE FOR CHILDREN AND YOUTH

*Spring*

This course concerns books and related media for children and youth. The literary genres of fantasy, folklore, prose fiction, picture books, biography, and information will form the outline of the course content. Class discussions will be concerned with content analyses, psychological aspects of literature, children's interests, literary standards of evaluation, and how to use literature in the classroom and media center. Students are expected to read a substantial number of adolescent and children's books.

**Three class hours each week. Three credits.**



## **251 CHILD AND ADOLESCENT DEVELOPMENT** *Fall and Spring*

Growth and development of the child and adolescent with an emphasis on the understanding of this growth and development in its relationship to the learning process. Consideration of the social, emotional, physical, and intellectual growth processes of the learner. Cultural factors that impinge on the child and adolescent in the school setting will be discussed.

**Three class hours each week. Three credits.**

## **255 LEARNING THEORIES** *Fall and Spring*

An examination of major contemporary learning theories and their application to classroom teaching and testing practices. Significant contributions of Bruner, Skinner, Rogers, Gagne, and others are considered. Topics for discussion will include: early theories of learning and their impact on changing educational philosophies, educational assessment, and issues in the testing of basic skills. The philosophical heritage of some of these theories will also be examined.

**Three class hours each week. Three credits.**

## **309 PHILOSOPHIES OF EDUCATION**

*Not offered in 1983-84*

A study of the philosophies, past and present, that have had some influence in the shaping of current educational practice.

**Three class hours each week. Three credits.**

## **311 THE SPECIAL CHILD IN SCHOOL** *Fall*

An overview of the many kinds of handicapping conditions teachers can expect to encounter in classrooms, from the developmentally disabled to the learning disabled. Diagnostic tests and measurements are presented and curriculum materials will be designed for classroom use. Provision is made for a student's particular area of interest and participation in schools is required. Some attention will be focused on the gifted child as well.

**Three class hours each week. Three credits.**

## **315 CONTEMPORARY EDUCATION** *Not offered in 1983-84*

This course is designed to enable the student to develop an awareness and understanding of current educational issues. The topics to be studied would include such subject matter as, PL 42-142, Special Education, Main Streaming, Use of Computers, Rationale for Competency Based Programs, New Approaches to Reading, Bilingual Education, etc.

**Three class hours each week. Three credits.**

## **317 SECONDARY METHODS** *Spring*

This course will immediately precede the practice teaching session. Students will be given some theoretical basis for the various methodologies. About 2/3 of this course will be offered in the cooperating high schools, where, working with the cooperating teacher the student will study the various teaching methodologies in use.

**Three class hours each week. Three credits.**

## **319 POPULAR READINGS IN EDUCATION**

*Not offered in 1983-84*

The study of the more important current educational authors and analysis of their impact on current educational practices.

**Three class hours each week. Three credits.**

## **331 TEACHING READING IN THE ELEMENTARY SCHOOL** *Fall*

An introduction to the theories and philosophies of reading instruction in current developmental reading programs. Methods of teaching reading as well as informal and standardized diagnostic instruments designed to ascertain reading ability will be presented. Students are expected to develop strategies to teach word analysis, comprehension, and critical reading. Topics for discussion also include the evaluation of reading programs, individual reading progress, and classroom management of the reading program.

**Three class hours each week. Three credits.**

## **333 ELEMENTARY SOCIAL STUDIES METHODS** *Fall*

Provides general orientation to social studies education in the elementary school. The student is introduced to several new approaches to content and procedure, such as increased emphasis on conceptual and value orientations, focus on the individual learner, and inquiry methods that build group awareness. Attention is given to planning units of study, designed to prepare the future teacher to meet field experience requirements in area schools.

**Three class hours each week. Three credits.**

## **337 ELEMENTARY MATHEMATICS METHODS** *Spring*

Emphasizes diagnostic teaching in the context of a general approach to mathematics instruction. The course involves practical procedures for developing the ability to master content and evaluate effective instructional processes. Use of manipulative materials and on site classroom experiences are integral components.

**Three class hours each week. Three credits.**

### **339 ELEMENTARY SCIENCE METHODS** *Not offered in 1983-84*

Designed to improve basic background knowledge in the science areas, this methods course highlights the concepts for teaching science in the elementary school. It aims to evaluate new approaches and new ideas that may be used to advantage in the classroom. Planning teaching units and participating in classroom instruction will also be required. Processes for planning science experiments are explored and methods for carrying out the procedures are identified, evaluated and used in the elementary classroom.

**Three class hours each week. Three credits.**

### **341 TEACHING THE LANGUAGE ARTS** *Spring*

This course presents methods, techniques, and a rationale with which to develop a curriculum integrating the language arts areas: reading, writing, speaking, and listening. Special emphasis is placed on relating oral language to reading and writing instruction, and enhancing communication skills through poetry, drama, writing, audiovisual media, music and art.

**Three class hours each week. Three credits.**

### **343 READING IN THE SECONDARY SCHOOL** *Fall*

Intended for all students who view reading as a thinking process and who are interested in what reading has to do with the acquisition of basic concepts in math, the social sciences, and other disciplines. Topics of study will include: the range of reading ability in classrooms, the deficiencies of textbook presentations, and the acquisition of reading and study skills. Students will be expected to determine the readability of certain assignments, construct study guides and adapt an informal inventory to a subject matter area for diagnostic purposes.

**Three class hours each week. Three credits.**

### **351 INTRODUCTION TO ADLERIAN PSYCHOLOGY** *Spring*

A survey course intended as an elective for anyone with material drawn from the literature of individual psychology according to aspects of psychological development from infancy to old age.

**Three class hours each week. Three credits.**

### **353 DYNAMICS OF THE FAMILY** *Fall*

This course will explore the principles and approaches to the psychological factors of the dynamics of the family, the marital relationship in a democratic atmosphere, and the challenge of raising a responsible child in this atmosphere.

**Three class hours each week. Three credits.**

### **355 SEMINAR IN CLASSROOM BEHAVIOR** *Not offered in 1983-84*

This course is a study of various approaches to understanding and dealing with classroom behavior. Driekurs, Glasser, Harris, Gordon, and Contingency Management will be studied with readings, discussion, and demonstrated mastery of each approach required.

**Three class hours each week. Three credits.**

### **361 SECONDARY EDUCATION** *Spring*

This course is designed to enable the student to develop some understanding of the objectives and goals of secondary education. It also attempts to analyze the social role of the American high school from an historical view. Other topics that will be studied include adolescent psychology, technical vocational programs, scheduling, competency based programs and Vermont Standards for Certification.

**Three class hours each week. Three credits.**

### **403 INTRODUCTION TO LANGUAGE/LEARNING DISABILITY** *Spring*

This course deals with the diagnosis of Reading problems and methods of remediation in classrooms and special services. Areas of diagnosis include vision, audition, personality, intelligence, and reading achievement, with appropriate tests and measurements presented to the class in each area. Students are expected to develop case histories using various diagnostic tools. Field experience complements the in-class component.

**Prerequisites: Education 331 or 341.**  
**Three class hours each week. Three credits.**

### **411 COGNITION AND INDIVIDUAL DIFFERENCES** *Spring*

This course examines the cognitive skills and development of the preadolescent, adolescent and young adult learner. Three major areas are explored and integrated: cognition, individual differences and academic content. Individual differences are examined from the perspectives of the development, psychometric and cognitive styles of literature. Using the understanding gained from an examination of how individuals differ in cognitive skills, students will explore the relationship between cognitive skills and content mastery.

**Three class hours each week. Three credits.**

### **421 INTERNSHIP I** *Fall and Spring*

A semester of teaching under the direct supervision of a certified teacher in an elementary classroom. This is a full-time, full-semester internship complemented by two seminars during which the student's progress toward the "Minimum Objectives for Teacher Candidates" is recorded and classroom management techniques are discussed and demonstrated. By arrangement. Counts as 3 courses.

**Prerequisite: Education 231.**  
**Nine credits.**



### **423 INTERNSHIP II** *Fall and Spring*

Designed to extend the field-work experience of teacher candidates, this internship requires a placement in an elementary or secondary school for an extensive period of time, such as 2½ school days per week or every morning. Internship II may be necessary for some students to complete the competencies for certification begun in Internship I. For others, it will represent additional experience and serve as a laboratory for class work. Counts as two courses.

**Prerequisites:** *Internship I. By arrangement.*

**Six credits.**

### **424 SUPERVISED PRACTICE TEACHING (SECONDARY)** *Fall and Spring*

Students will spend approximately 10 weeks on assignment with a specific cooperating teacher. During this time the various components of teaching are to be tried, developed and evaluated. The length of this practicum could be extended if the needs of the student suggest this.

**Nine credits.**

### **427 SEMINAR IN "MINIMUM OBJECTIVES FOR TEACHER CANDIDATES"** *Fall and Spring*

Taken concurrently with Internship I, this seminar meets weekly during the supervisor's visits to the practicum site so that the student and supervisor can discuss and record the acquisition of the objectives, or competencies required for certification.

**Three class hours each week. Three credits.**

### **429 SEMINAR IN CLASSROOM MANAGEMENT** *Fall and Spring*

Taken concurrently with Internship I, this seminar meets weekly to discuss and analyze classroom discipline techniques, individualization, small-group teaching, peer-tutoring, learning centers, record-keeping, evaluation, parent involvement, and other pertinent topics.

**Three class hours each week. Three credits.**

## **ENGINEERING SAINT MICHAEL'S – CLARKSON COLLEGE 3 + 2 PROGRAM**

Saint Michael's College has established an agreement with Clarkson College (Potsdam, New York) that allows students to follow an engineering program that will lead to two separate degrees: a B.A. from Saint Michael's and a B.S. from Clarkson. Students will complete three years of course work and residency at Saint Michael's College, fulfilling all of the Core requirements as well as the basic course requirements for the engineering program. Afterwards students will transfer to Clarkson College for the last two years of course work and residency. This five year program is designed to prepare students within the more specialized fields of engineering:

Chemical  
Civil & Environmental  
Electrical & Computer  
Mechanical & Industrial

Below is a listing of the basic courses recommended as part of the Saint Michael's portion of the 3 + 2 Engineering Curriculum:

Mathematics —	Analytic Geometry and Calculus I & II (109-111 & 201-203) Differential Equations (303), Linear Algebra (309), Statics
Physics —	College Physics (210-212), Electronics (151), Circuits
Computer Science —	Computer Programming I (101)
Chemistry —	Stoichiometry (105), Chemical Bonding & Energetics (109)

In addition to the Core requirements, as explained on pages 44-46, students should probably include the following courses among their electives: Computer Programming II (CS103) and Applied Mathematics (MA317). Students concentrating in Chemical Engineering should include the following courses in Chemistry among their selections: Organic Chemistry (204-206), Physical Chemistry (302-304). Other courses and course combinations should be made in close consultation with one's faculty advisor.

As soon as possible after completing the second year of undergraduate study, engineering students should obtain, complete, and submit an official "Clarkson College Application for Admission and Assistance" form. All requests for application should be sent to: **Dean of the Graduate School, Clarkson College, Potsdam, New York 13676.**

# DEPARTMENT OF ENGLISH

Dr. Edward Murphy, Chairman; Clary, Engels, Henault, Kaplan, McDonough, Lahage, Reiss, Stapleton.

Since the Homeric epics, the Western World has acknowledged the importance of studying language and literature. The great universities have always recognized the power of poetry, drama, and fiction to convey knowledge of human existence, and even Jesus, Socrates, and the Hebrew prophets taught by means of parable and allegory. The English language has produced a literature which has surpassed that of any other language. Surely a command of the English language and a thorough knowledge of its literature is a worthy quest for undergraduates, whether they seek practical preparation for careers in teaching and scholarship, or in law, business, publishing, journalism, radio, or television.

English concentrators are required to take a one-semester course in literary method in their first year (English 123). This course is intended to give students a critical vocabulary and to instruct them in the close reading of, and writing about, literature. It should be taken prior to any other literature course.

Other concentration courses offer further instruction in literature, in language, and in some of the major writings and periods of British and American literature. In addition to fulfilling the departmental requirements listed below in italics, students should choose their courses so as to study both early and recent writers and periods and both individual writers (Chaucer, Shakespeare, Milton) and whole eras (courses presented chronologically).

In all courses English concentrators are expected to maintain a reasonably high level of written expression in examinations and in short and long papers. Notable deficiencies in the fundamental decencies of writing should be regarded as a serious impediment to concentration in English. In fact, students with a grade below C in English 123 will be discouraged from continuing in English as a field of concentration.

Only students who like to read both poetry and prose and who have some facility in writing should become English concentrators. An essential part of the English curriculum is the writing of short and long critical and scholarly papers. Students who are not already acquainted with scholarly methods or who do not know how to use the library effectively, should be prepared to acquire the necessary skills.

The Department of English offers an honors program for outstanding students. English concentrators chosen for the honors program are eligible for the English Honors Seminar (English 450) and the Senior Honors Seminar in English (a special section of English 410).

Students transferring into English from other concentrations must have an overall 2.0 grade point average and departmental approval.

*Required of concentrators: English 123, 325, 410, and at least one semester of a British literature survey course (English 219 or 221) and one semester of an American literature survey course (English 251 or 253), and any other combination of English courses numbered 200 and above which will bring the total number of credits to thirty. Drama 301 and 303 may also be counted as English courses.*

*English concentrators in the teaching certification program must take English 101, 105, 405, and 430 in addition to the other required courses.*

## 101 COLLEGE WRITING

*Fall and Spring*

The aim of this course is to help students improve their writing. To this end, various obstacles to effective communication are discussed; good examples of the art are read; and the student is encouraged, as well as required, to write.

**Three class hours each week. Three credits.**

## COMMUNICATION SKILLS CORE COURSE.

## 105 ADVANCED COLLEGE WRITING

*Spring*

This course has two particular aims. First, it is intended to help students become more effective in their writing for various courses. Second, it is intended to help students become more aware of writing deficiencies of others. This course is required of English concentrators in the teaching certification program, but it is also open to other students who want to improve their writing.

**Prerequisite: English 101 with a grade of at least B.**

**Three class hours each week. Three credits.**

## COMMUNICATION SKILLS CORE COURSE.



## 123 INTRODUCTION TO LITERARY STUDIES

*Fall and Spring*

This course offers students intensive training in the close reading and analysis of poems, plays, and short stories. Students will be expected to acquire a critical vocabulary and master basic concepts of literary form, structure, and technique. Students should take this course in the first or second semester of their freshman year.

*Primarily for concentrators. This course is to be taken in the first or second semester of the first year before any other literature course.*

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 211 GENRES: POETRY

*Fall*

An intensive study of poetic forms. Recommended for English concentrators who have completed English 123.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 212 GENRES: FICTION

*Fall and Spring*

An intensive study of types of fiction ranging from the fable through the short story, the novella, and the novel. Recommended for concentrators who have completed English 123.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 213 GENRES: DRAMA

*Spring*

An intensive study of drama with special emphasis on tragedy and comedy. Recommended for concentrators who have completed English 123.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 214 GENRES: FILM

*Spring*

A study of the feature film as an art form using methods somewhat similar to those used in the study of literature. Registrants should be seriously interested in film as an art form and so be willing to spend time and some money to see required films. An average of a film a week will be required along with a written critique of each film viewed. Students will also study texts on film technique and read criticism.

*Three class hours each week. Three credits.*

## 215-217 OVERVIEW OF BRITISH LITERATURE I & II

*Two semesters*

This course surveys literary periods, movements, ideas, and writers from early English times to the present. It is designed primarily for non-concentrators who would like an overview of English literature.

*Three class hours each week. Three credits each semester.*

**HUMANITIES CORE COURSE.**

## 219 BRITISH LITERATURE I *Fall*

A survey of British literature from the beginnings to 1789.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 221 BRITISH LITERATURE II *Spring*

A continuation of the survey from 1789 to the mid-20th century.

*Primarily for English concentrators.*

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 223-225 THE WRITING OF POETRY *Two semesters*

An introductory writing workshop, designed to provide practical experience in the reading, writing and critical analysis of poems. Through the first-hand experience of writing poems, which are then critically discussed by the class and instructor, the unspecialized student will develop a practical critical ability, as well as an appreciation of the problems which poets must face and overcome in order to write good poems.

*Students may elect either semester or both.*

*Three class hours each week. Three credits each semester.*

## 251 AMERICAN LITERATURE I *Fall*

Students will read the works of American writers from Colonial times to the late nineteenth century.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 253 AMERICAN LITERATURE II

*Spring*

Students will read the works of American writers from the late nineteenth century to the 1960's.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 301 CHAUCER I

*Fall*

Each of the Canterbury Tales, except for the two prose treatises, is closely read and is discussed in class. Students also read a volume of scholarly and critical papers.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## 303 CHAUCER II

*Spring*

Students will read all of the poetry of Chaucer except the Canterbury Tales.

*Three class hours each week. Three credits.*

### **305 SHAKESPEARE** *Fall*

This course is designed to provide the student with a sound understanding of Shakespeare's career as a dramatic artist. Representative histories, tragedies, and comedies will be dealt with chronologically. Students should expect to read at least a dozen plays during the semester and to concern themselves with matters both theatrical and aesthetic.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **309 MILTON** *Spring*

Students will read Milton's important works, including *L'Allegro/Il Penseroso*, *Comus*, *Lycidas*, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes* as well as selected prose that bears a particular relationship to his poetry.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **316 ENGLISH ETYMOLOGY, PART I: GREEK** *Fall*

A brief introductory background to the history of the Indo-European family of languages is followed by a study of the most common phonetic and morphological changes in the Indo-European group. The main emphasis of the program will be the derivation of English words from Greek bases and word analysis, giving special attention to unfamiliar words and to scientific and technical vocabulary.

**Three class hours each week. Three credits.**

**COMMUNICATION SKILLS CORE COURSE.**

### **318 ENGLISH ETYMOLOGY, PART II: LATIN** *Spring*

A continuation of the program of Part I with emphasis on the derivation of English words from Latin bases. Word analysis, giving special attention to unfamiliar words and to the scientific and technical vocabulary.

**Three class hours each week. Three credits.**

**COMMUNICATION SKILLS CORE COURSE.**

### **319-321 MODERN WORLD LITERATURE I & II** *Not offered in 1983-84*

Works are selected from the literature of Africa, Asia, and Latin America, with special attention to the novel. Writers studied include Archebe, Sembene, Rja Rao, Kawabata, Tanizaki, Mishima, Azuela, Fuentes, Borges, Neruda, and Mistral.

**Three class hours each week. Three credits each semester.**

**HUMANITIES CORE COURSE.**

### **325 LITERARY CRITICISM** *Fall and Spring*

In this course concentrators will study the work of theoretical and practical critics and will attempt to evaluate literary works in various short and long papers.

**Prerequisite: English 123.**

**Three class hours each week. Three credits.**

### **335 SWIFT, POPE AND THE NEO-AUGUSTANS**

*Not offered in 1983-84*

A survey of the major poets and prose writers from Dryden to Burns.

**Three class hours each week. Three credits.**

### **337 THE BRITISH ROMANTIC POETS** *Fall*

Students will read the works of Wordsworth, Coleridge, Byron, Shelley, and Keats.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **339 MAJOR VICTORIAN POETS** *Not offered in 1983-84*

This course emphasizes the poetry of Tennyson, Browning, and Arnold, although some attention is usually given to other Victorian poets.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **341-343 TWENTIETH CENTURY POETRY I & II** *Spring*

In English 341 students will read the poetry and prosody of Yeats, Pound, and Eliot; in English 343, Williams, Stevens, and Moore, or Roethke, Lowell, Kunitz, and Berryman.

**Three class hours each week. Three credits each semester.**

**HUMANITIES CORE COURSE.**

### **355 RISE OF THE NOVEL** *Spring*

Readings will include novels by Defoe, Richardson, Fielding, Sterne, and others.

**Three class hours each week. Three credits.**

### **357 THE VICTORIAN NOVEL** *Not offered in 1983-84*

Readings will include novels by Scott, Austen, Bronte, Dickens, Thackeray, Meredith, Hardy, Conrad, and others.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **359 TWENTIETH CENTURY BRITISH NOVEL**

*Not offered in 1983-84*

Reading will include novels by Lawrence, Forster, Huxley, Burgess, Sillitoe, and others.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**



**361 NINETEENTH CENTURY  
EUROPEAN  
NOVEL**

*Not offered in 1983-84*

Emphasis will be placed on the major French and Russian novelists, Stendahl, Flaubert, Balzac, and Tolstoy and Dostoevsky.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

**363 TWENTIETH CENTURY  
EUROPEAN NOVEL**

*Not offered in 1983-84*

Readings will include works by Gide, Proust, Sartre, Mann, Hesse, Musil, Unamuno, Silone, Kazantzakis, and others.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

**389-391 MAJOR BRITISH  
WRITERS**

*Fall and Spring*

These courses emphasize the work of one of four major British writers. Examples of combinations of writers studied in this course are: Austen and Dickens; Coleridge — Hazlitt — Ruskin — Pater; Hardy and Lawrence.

*Three class hours each week. Three credits each semester.*

**393 MAJOR AMERICAN  
WRITERS**

*Fall*

This course emphasizes the work of one to four major American writers. Examples of writers and combinations of writers studied in this course are: Dickinson — Frost — Stevens; James; Hemingway and Faulkner.

*Three class hours each week. Three credits.*

**405 HISTORY OF THE  
ENGLISH LANGUAGE**

*Spring*

A study of the development of the English language from the time of the Anglo Saxons to the present day.

*Three class hours each week. Three credits.*

**409 IRISH LITERATURE**

*Not offered in 1983-84*

Primarily a study of Joyce, Yeats, Synge, and O'Casey.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

**410 SENIOR SEMINAR  
IN ENGLISH**

*Two semesters*

This two-semester seminar is designed to be an English concentrator's most important course, the one in which students do their best work and most fully demonstrate the skills acquired in the previous years of reading, writing, and studying. As much as possible, student choice of subject matter will be honored.

*Three class hours each week. Three credits each semester.*

**411 AMERICAN RENAISSANCE**

*Fall*

A study of the major works of Emerson, Thoreau, Hawthorne, Melville, and Whitman, with an emphasis of F.O. Matthiessen's interpretation of the 1850-1855 literary period.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

**412 AMERICAN NATURALISM**

*Spring*

A study of American fiction from Stephen Crane to William Faulkner, with special emphasis on the work of Fitzgerald, Hemingway, and Faulkner.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

**413-414 AD HOC SEMINAR  
IN ENGLISH**

*Not offered in 1983-84*

Some possible seminars are: Henry James, Prose Style, Asian Literature, African Literature, Latin-American Literature, American Jewish Fiction, Romanticism. For further information contact Department Chairman.

*Prerequisite: permission of instructor.*

*Three class hours each week. Three credits each semester.*

**415 MIDDLE ENGLISH LITERATURE**

*Not offered in 1983-84*

Students will read in the original representative selections of the non-Chaucerian, non-dramatic literature composed between 110-1500.

*Three class hours each week. Three credits.*

**420 TUTORIAL IN INDEPENDENT  
STUDIES**

*Not offered in 1983-84*

The aims of this tutorial are similar to those in English 410. Each student will develop a project independently and will be provided with individual consultation and instruction outside the classroom. Only students with a B average in concentration may register for this course.

*Prerequisite: permission of instructor.*

*Three credits.*

**425 POLITICS AND  
LITERATURE**

*Fall*

This course is taught in conjunction with the Department of Political Science. Usually it considers only one genre (for example, the novel) and examines the political role often assumed by the European writers.

*Three class hours each week. Three credits.*

**430 TEACHING ENGLISH IN THE  
SECONDARY SCHOOLS**

*Not offered in 1983-84*

This course is required of concentrators in the teaching certification program. The course is designed to help student-teachers understand various methods of teaching writing and literature courses at the secondary school level.

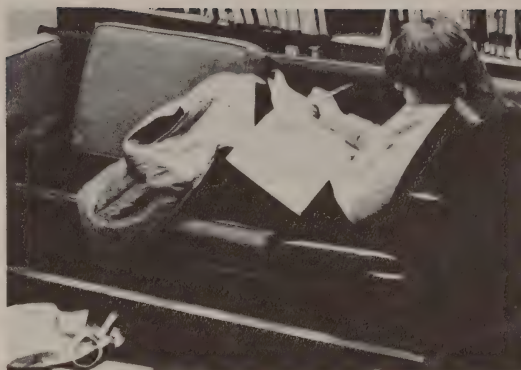
*Three class hours each week. Three credits.*

## 450 ENGLISH HONORS SEMINAR

Fall

During the spring semester the Department of English faculty elects six to twelve English Honors Scholars who will be sophomores, juniors and seniors during the following academic year. The choice of subject for the seminar (for example, Satire, American Idealism, etc.) will be chosen by the instructor assigned to teach the course. This choice should be made after consultation with the elected students, and it should not duplicate courses already listed.

**Open only to English Honors Scholars.**  
**Three class hours each week. Three credits.**



## ENVIRONMENTAL SCIENCE PROGRAM

Dr. J. Van Houten, Coordinator

The program in environmental science is designed to provide a foundation in the physical and biological sciences coupled with an understanding of the socio-economic influences involved in environmental decision making.

The broad spectrum of required courses is designed to inculcate methods and insights so that the student's judgements relative to environmental problems will reflect a balance between scientific and socio-economic viewpoints.

**Required courses:** Biology 101-103, 205, 206, 321, 405; Chemistry 105-109, 201, 410, 413, 421; Computer Science 101; Mathematics 102-103; Physics 220-222; Political Science 324; Sociology 305.

Electives will be chosen by the student in consultation with an advisor so as to satisfy the needs and interests of each student. Math 105 may be substituted for Math 103; however, credit will not be given for both Math 103 and Math 105. The election of additional Math/Science courses is strongly encouraged. Although only one semester of research is required, students often obtain additional research credits by enrolling in Chemistry 423.

## BIOLOGY

### 101-103 GENERAL BIOLOGY

Two semesters

A comprehensive consideration of the structural and functional organization of plants and animals and the interrelationships of these organisms with one another and with the environment. The Spring semester provides an introduction to molecular and cellular biology, genetics, development, and evolutionary theory.

The laboratory is designed to provide the student with fundamental experience in developing methods of biological observation and experimentation.

**Prerequisite:** Biology 101 for 103.  
**Lectures and a laboratory each week.**  
**Four credits each semester.**

### 205 BIOLOGICAL READING AND WRITING

Fall and Spring

Reading, writing, discussion and oral presentations in which the student learns to explore the fundamental sources of biological knowledge; the student may extend his/her study in any area of basic biological concepts that was considered during the general course. A close learning rapport is provided between the student and teacher.

**Limited to Biology and Environmental Science concentrators.**

**Group discussions and personal consultations. Three credits.**

### 206 FIELD BIOLOGY

Fall

A study of local Fall flora and fauna. Local field trips emphasize the vascular plant flora. Independent collection, identification and preservation of plant and animal specimens is required. Lectures cover plant and animal taxonomy and phylogeny with special emphasis on the angiosperms and insects.

**Prerequisites:** Biology 101-103.  
**Lectures and a laboratory each week.**  
**Four credits.**

### 321 ECOLOGY

Spring

The study of the responses of animals and communities to environmental change. Concepts of physical and biotic factors and their effects on the abundance and distribution of animals are considered, as are principles of population structure, growth and energy flows in communities. Laboratories stress surveys of local habitats and standard techniques of ecological research.

**Lectures and a laboratory each week.**  
**Four credits.**



## **405 MICROBIOLOGY**

**Spring**

A study of the structure, development, growth and physiology of organisms classified as bacteria, algae and fungi; certain aspects of virology and immunology are considered. Laboratory explores taxonomy and morphology as well as physiology and biochemistry of micro-organisms.

**Prerequisites:** *Junior standing.*

**Lectures and a laboratory each week.**

**Four credits.**

## **CHEMISTRY**

### **105-109 STOICHIOMETRY/ CHEMICAL BONDING AND ENERGETICS**

**Two semesters**

A comprehensive study of weight and equivalence relationships in chemical reactions, atomic structure, molecular structure, basic thermodynamics relationships, kinetics and acid base theory. The laboratory consists of intensive study of modern methods of qualitative and quantitative analysis.

**Three class hours and two laboratories each week.**

**Five credits each semester.**

### **201 ORGANIC CHEMISTRY**

**Fall**

A study of organic reactions with emphasis on functional groups, reactive intermediates, reaction mechanisms, and synthesis. The laboratory consists of experiments designed to familiarize the student with the experimental techniques of organic chemistry and to demonstrate some of the principles presented in the classroom.

**Three class hours and one laboratory each week.**

**Four credits.**

### **410 SEMINAR**

**Spring**

The course is designed to familiarize the student with the literature of environmental science. Each student will present a series of seminars based on current original environmental research reported in recognized journals.

**Three credits.**

### **413 INSTRUMENTAL ANALYSIS**

**Spring**

This course presents the theoretical and practical aspects of instrumental analytical chemistry. The laboratory consists of electrochemical, spectrometric, chromatographic, and radiometric methods of analysis.

**Prerequisites:** *One year of college level Physics & Organic Chemistry.*

**Three class hours and one laboratory each week. Four credits.**

## **421-423 ENVIRONMENTAL**

**RESEARCH** **Fall and Spring**

This course provides the student with an opportunity to work on the solution of a local environmental problem or to develop new analytical procedures with application to environmental studies. A final report is required.

**Prerequisite:** *Permission of Chemistry Department Chairperson.*

**Three credits.**

## **COMPUTER SCIENCE**

### **101 COMPUTER PROGRAMMING I**

**Fall and Spring**

This course is designed to teach students how to solve problems with a computer. The course introduces algorithm design, program coding, documentation and testing. Programs will be written in FORTRAN or PASCAL and run on the College's PDP 11/44.

**Three class hours each week. Three credits.**

## **MATHEMATICS**

### **102 ELEMENTARY STATISTICS**

**Fall and Spring**

Nature of statistical methods, descriptions of sample data, probability, probability distributions, sampling, estimation, hypotheses testing, correlation and regression.

**Prerequisites:** *Intermediate algebra and trigonometry.*

**Three class hours each week. Three credits.**

### **103 INTRODUCTION TO CALCULUS**

**Fall and Spring**

Topics in analytic geometry, derivatives and their applications, integration, applications of the definite integral.

**Prerequisites:** *Intermediate algebra and trigonometry.*

**Three class hours each week. Three credits.**

## **PHYSICS**

### **220-222 GENERAL PHYSICS**

**Two semesters**

Liberal Arts students will enjoy this rigorous survey course in physics. Topics covered will be Newtonian dynamics, thermodynamics, kinetic energy, electricity and magnetism, optics and modern physics. Examples and problems will be taken from all areas by emphasizing the relation of physics to astronomy, chemistry and biology. This course satisfies the requirement for medical and dental school.

**Prerequisites:** *A working knowledge of algebra, geometry, trigonometry; Mathematics 102-103.*

**Three class hours and one laboratory each week. Four credits each semester.**

POLITICAL SCIENCE

324 ENVIRONMENTAL POLITICS

Fall

This course seeks to examine the political dimension of man's relationship to his natural environment. Emphasis will be placed on problems of natural resource use and pollution in the United States.

Three class hours each week. Three credits.

SOCIOLOGY

305 POPULATION ANALYSIS Spring

This course will be concerned with population size, distribution and composition, and the relationships between these factors and economic and political conditions. Particular attention will be paid to "underdeveloped" areas of the world, the resource "crisis" and ecological problems.

Three class hours each week. Three credits.

DEPARTMENT OF FINE ARTS

Professor Donald Rathgeb, Chairperson; Kennedy, LeClair, Peterson, J. Rathgeb, Richbourg, Tortolano.

Fine Arts are important manifestations of the intellectual growth and development of the educated person. The liberal arts program at Saint Michael's College recognizes that all students should be aware of the significance of artistic media of expression against a background of history and literature. With this in mind, the Fine Arts Department has instituted a concentration in Fine Arts in which students may develop an emphasis in art, drama, music, or any approved combination of these areas. In addition, the Department opens its courses to qualified non-concentrators as electives.

To provide for practical expression of the arts, the Fine Arts Department sponsors the following organizations: Chorale, Wind and Jazz Ensembles, Dance Ensemble, and Drama Club, all open to any member of the College community.

It is possible for students to combine more than one area (art, drama, music). In such cases the student will work out the program with the department chairperson, who must approve it. Students transferring into Fine Arts from other concentrations after the sophomore year must have an overall 2.0 grade point average and departmental approval.

Certification in Secondary Art or Music Education is available to qualified students who can meet all the state competency requirements in Art or Music and satisfactorily complete the Education certification requirements. Those interested in Art or Music Secondary certification should consult the chairperson.

Required of concentrators: Fine Arts, ART: 203, 205, 305, 307, 309-311, 401-403, 410, and a minimum of three credits in Drama, three credits in Music. DRAMA: 201, 209, 301, 302, 303, 309, 311, 410, and minimum of three credits in Art, three credits in Music and two additional courses in Drama. MUSIC: 201, 203, 307, 309, 311, 313, 317, 319, 331, 410, participation in a performing group (Music 398 or 399) and three credits in Music 421, and a minimum of three credits in Art, three credits in Drama.

Incoming music and music education students must take a placement examination to determine if Rudiments of Music can be waived.

ART EDUCATION

Art Education: Art 203, 205, 207, 305, 307, 309-311, 405, 410, 417 and one credit in "wheel throwing" through the cooperating artist program and a minimum of three credits in Drama and three credits in Music. Also, Education 231, 251, 255, 317, 343, 355, 361 and 424.

Admissions requirements for acceptance into Art Education:

1. Admission is applied for at the end of the sophomore year.
2. Admission will be by interview and qualifying tests.
3. Students must show a knowledge of color theory in practical work, although not in all media (water, oils, acrylics, or mixed at this stage).
4. A portfolio must be presented demonstrating mastery in use of line, form and value in drawing from observation; one and two point perspective; principles of composition.



## MUSIC EDUCATION

Music 201, 203, 307, 309, 311, 313, 317, 319, 331, 410 and education courses as required by the Education Department, plus major and minor instrument participation in a performing group (Music 398, 399 or more than one of these), and a minimum of three credits in art and three credits in drama. Those in Music Education-Instrumental will also take Music 351, 353 and 355.

Admission requirements for acceptance into music Education Program.

1. Scales and arpeggios in all keys, major and minor.
2. Ability to play a representative piece on the major instrument; (example Mozart's Clarinet Concerto).
3. Four years participation in high school band or the equivalent (private lessons on the major instrument).
4. Piano requirement for instrumental:
  - a. Scales and primary chords (I, IV, V) all keys.
5. If piano is the major instrument, as above under #1. Otherwise, piano will be required as secondary instrument and will be taught until competence is achieved.

Vocal:

1. Demonstrated ability to hear and sing in tune.
2. Fundamentals of breathing, posture and diction.
3. Ability to sing an art song.
4. Piano requirement for vocal: ability to accompany simple folk songs and vocal arrangements.

Education 424 (Practice Teaching) may be taken only with joint permission of Fine Arts and Education Departments supervising faculty. This is dependent upon completion of Competency requirements for certification.

### Major Instrument:

It is expected that students in music and music education declare a major instrument (orchestral instrument or voice), and perform in a jury review once each semester. The performance will be a composition, representative of the student's current work. The mandatory student recital will be held on the last Thursday preceding the final class of each semester.

### Jury Exams, Piano

Juries will be performed before the music faculty, the students' instructor, and the chairperson of the department, and will take place at noon on the Wednesday preceding the final class of each semester.

## ART

### 203 THEORY AND FUNDAMENTALS OF ART/TWO DIMENSIONAL DESIGN

*Fall and Spring*

This is a course designed to equip the student with a knowledge of the fundamentals in drawing, perspective, composition, value, color and design; with the practical intention that the ideas developed theoretically in this course will be put to actual practice in the studio workshop. This course is a prerequisite for studio work and is required of concentrators with an Art emphasis.

**Three class hours each week. Three credits.**

### 205 DRAWING I

*Fall and Spring*

An introduction to the fundamental elements of basic free-hand drawing with stress on the development of keen observation, selective

seeing and sensitive interpretation of form.

Students will explore two and three dimensional aspects of drawing using a variety of media. This course is a prerequisite for studio work and is required of concentrators with an Art emphasis. Studio fee \$20.

**Three class hours each week. Three credits.**

### 207 DRAWING II

*Spring*

Additional drawing experience with emphasis on development of the student's potential to reinforce and expand basic drawing techniques and to gain an appreciation of past and present works. Students will use varied approaches and media such as pen and ink, wash and water color, with an emphasis on personal interpretations of ideas and feeling in visual terms. Studio fee \$20.

**Prerequisite: Art 203 and 205 and permission of instructor.**

**Three class hours each week. Three credits.**

### **305 HISTORY OF ART**

**Fall**

An introduction to art styles in the Western world from the Paleolithic up to the French Revolution pointing up differences in style due to historical, political or national conditions.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **307 MODERN ART**

**Spring**

A general survey of the visual arts of the Western world from Neo-Classicism to present avant-garde innovations.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **309-311 PAINTING**

**Two semesters**

This course features creative work in principles of design, painting and handling of media. Studio fee \$20.

**Prerequisites: Art 203 and 205 and permission of instructor.**

**Art 309 is prerequisite to Art 311.**

**Three class hours each week. Three credits each semester.**

### **313 WESTERN CALLIGRAPHY**

**Fall and spring**

The theory and practice of writing and lettering as an Art Form. Studio fee \$20.

**Three class hours each week. Three credits.**

### **321 WATERCOLOR**

**Fall and Spring**

Principles, techniques and materials of watercolor painting. Studio fee \$20.

**Open only to Fine Arts Concentrators with permission of the Fine Arts Chairperson.**

**Prerequisites: Art 203 and 205.**

### **339 ART METHODS FOR THE SECONDARY TEACHER**

**Not offered in 1983-84**

This is a course for Art concentrators interested in teaching Art at the secondary level. The primary objective is the knowledge and understanding of the theory and methods of this teaching. Lab fee \$20.

**Prerequisites: Art 203 and 205.**

**Three class hours each week. Three credits.**

### **401 SCULPTURE I**

**Fall**

The study and practice of sculpture as a medium for creative expression. Examination and analysis of traditional and contemporary sculpture. Studio experience in modeling, carving, moldmaking and casting of the sculpture. Studio fee \$20.

**Prerequisites: Art 203 and 205 and permission of instructor.**

**Three class hours each week. Three credits.**

### **403 SCULPTURE II**

**Spring**

Continuation of the study and practice of sculpture as a medium in the various materials. Also experimentation in ceramics with the coil pot and slab construction, free forms of ceramics

and use of the kiln. Studio fee \$20.

**Prerequisite: Art 401**

**Three class hours each week. Three credits.**

### **405 GRAPHICS I**

**Fall**

An introductory studio course dealing with the relief method of printmaking. Emphasis upon various techniques and exploration into the creative possibilities of the media. Lectures on the appreciation of traditional and contemporary works. Studio fee \$25.

**Prerequisites: Art 203 and 205 and permission of instructor.**

**Three class hours each week. Three credits.**

### **407 GRAPHICS II**

**Spring**

Further investigation into the relief block print. Demonstration and experimentation with the monotype drypoint and etching process, with the emphasis on the use of design and color as basic factors in multicolor block printing. Studio fee \$25.

**Prerequisite: Art 405.**

**Three class hours each week. Three credits.**

### **411 ART TUTORIAL IN SCULPTURE**

**Spring**

Individually planned studio program. Student needs and interests will determine the medium employed. Studio fee \$20.

**Prerequisites: Art 401, 403, and permission of instructor.**

**Three class hours each week. Three credits.**

### **415 ART TUTORIAL IN PAINTING**

**Fall**

Individually planned studio program. Student needs and interests will determine the medium employed. Studio fee \$20.

**Prerequisites: Art 203, 305, 309, 311 and permission of instructor.**

**Three class hours each week. Three credits.**

### **417 SERIGRAPHY**

**Fall**

This course is to familiarize the student with the processes and materials available for the exploration of silk screen printing. Students will make their own screens and work in various techniques. Studio fee \$25.

**Open only to Fine Arts Concentrators with an Art emphasis.**

**Prerequisites: Art 405 and 407 and permission of instructor.**

**Three class hours each week. Three credits.**

### **419 ADVANCED WESTERN CALLIGRAPHY**

**Spring**

Illuminated manuscript and gold leafing. Studio fee \$20.

**Prerequisites: Art 313 and permission of instructor.**

**Three class hours each week. Three credits.**



## **431 LIFE DRAWING**

*Not offered in 1983-84*

Three hour drawing lab with live model as subject using a variety of drawing media, ink and wash, charcoal, watercolor and more. Developing an understanding of basic human anatomy and looking at examples of style and technique used throughout the history of figure drawing. There will be an emphasis on perceptual accuracy and personal interpretation as well. Studio fee \$35.00.

*Three class hours each week. Three credits.*

## **INTERDISCIPLINARY COURSES:**

**Philosophy 215 PHILOSOPHY OF ART**

## **COMMUNICATION**

### **205 PRINCIPLES OF SPEECH**

*Fall and Spring*

A first course in speech techniques. This is a one semester course.

*Three class hours each week. Three credits.*

**COMMUNICATION SKILLS CORE COURSE.**

### **207 ADVANCED SPEECH: ARGUMENTATION AND PERSUASION**

*Not offered in 1983-84*

The emphasis in this course is on speech content and composition.

*Prerequisite: Communications 205 or permission of instructor.*

*Three class hours each week. Three credits.*

**COMMUNICATION SKILLS CORE COURSE.**

### **310 INTERNSHIPS IN COMMUNICATION** *Each semester*

Vermont Educational Television offers a limited number of internships in the areas of graphic arts, production, public relations and development. Internships at other area stations are sometimes available. Only students approved by Saint Michael's College and the television directors will be accepted. Not recommended for lower division students. Those interested should contact the Chairperson of the Fine Arts Department.

*From 3 to 15 credits possible. By arrangement.*

## **DRAMA**

### **200 THEATRE LABORATORY I**

*Each semester*

With each major production a theatre laboratory will be offered involving an intense study of the play, followed by active participation with the play as stage manager, designer, actor, or by extended critical essays on the author, historical period or genre.

*Prerequisites: Drama 201 and permission of instructor.*

*Three credits. Hours by arrangement.*

### **201 INTRODUCTION TO THE THEATRE**

*Fall*

A first course in the literature and production procedures in theatre arts.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

### **203 ORAL INTERPRETATION OF LITERATURE**

*Spring*

An introductory course in the art of communicating to an audience a work of literary art in its intellectual, emotional, and aesthetic entirety.

*Three class hours each week. Three credits.*

### **209 FUNDAMENTALS OF PLAY PRODUCTION**

*Spring*

A presentation of the fundamentals of bringing a play to life: play selection, style of production, scenery design, lighting, execution of the design, and production planning. Particular emphasis is placed on technical aspects.

*Three class hours each week. Three credits.*

### **300 THEATRE LABORATORY II**

*Each semester*

Intensive study of the current major production play with an active involvement in an area of production or theory differing from the one chosen for Theatre Laboratory I.

*Prerequisites: Drama 201 and permission of instructor.*

*Three class hours each week. Three credits.*

### **301 CHIEF PATTERNS OF WESTERN DRAMA I**

*Fall*

A survey of the history of drama from the Golden Age of Greece to the Renaissance. The relationships among authors, their plays, and conditions of production are emphasized.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

### **302 CHIEF PATTERNS OF WESTERN DRAMA II**

*Spring*

A continuation of the history of drama from the Renaissance to the Advent of Realism.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

### **303 CONTEMPORARY DRAMA**

*Spring*

An investigation into the most important and influential playwrights from the beginning of Realism to the present.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

**307 AMERICAN THEATRE**

*Not offered in 1983-84*

The American heritage in drama and sub-literary forms, such as vaudeville, from the Revolution to the present.

*Three class hours each week. Three credits.*

**309 PRINCIPLES OF PLAY DIRECTION**

*Fall*

In this course students learn how to direct a play. They obtain experience in casting, blocking interpretation, polishing, and performance.

*Prerequisites: Drama 201 and 209 and permission of instructor.*

*Three class hours each week. Three credits.*

**311 PRINCIPLES OF ACTING I**

*Fall*

Theory and technique of developing characters for the stage.

*Prerequisites: Drama 201 and permission of instructor.*

*Three class hours each week. Three credits.*

**317 TRAINING OF THE SPEAKING VOICE**

*Not offered in 1983-84*

A study of the structure of the vocal mechanism, techniques of projection and proper production of the spoken sound.

*Prerequisite: permission of instructor.*

*Three class hours each week. Three credits.*

**331 PRINCIPLES OF THEATRICAL DESIGN**

*Not offered in 1983-84*

A study of the theories and practices of design for the stage. The creative process and methods of communicating the design to the director and other members of the production staff will be learned.

*Three class hours each week. Three credits.*

**341 ADVANCED THEATRICAL PRODUCTION**

*Fall*

An in-depth examination of the theories and practices in creating the art of the theatre. Areas of study will include sound, multi-media, metals, plastics, and state of the art technology with their applications.

*Prerequisites: Drama 209 and permission of instructor.*

*Three class hours each week. Three credits.*

**400 THEATRE LABORATORY III**

*Fall and Spring*

A study of the current major production play with an active involvement in an area of production or theory differing from the ones chosen for Theatre Laboratory I and II.

*Prerequisites: Drama 200, 300 and permission of instructor.*

**401 ADVANCED DIRECTING**

*Spring*

Advanced theory and practice culminating in the direction of a play. Variable fee to cover royalty.

*Prerequisites: Drama 309 and permission of instructor.*

*Three class hours each week. Three credits.*

**403 PRINCIPLES OF ACTING II**

*Spring*

Further study of the development of stage characterization with special emphasis on individual needs.

*Prerequisites: Drama 201, 311 and permission of instructor.*

*Three class hours each week. Three credits.*

**MUSIC**

Incoming Music and Music Education students in Fine Arts must take a placement examination to determine if Rudiments of Music (Music 101) may be waived.

**101 RUDIMENTS OF MUSIC**

*Fall and Spring*

Basic musicianship, including sight singing, solfege, melodic, rhythmic and interval dictation. Major and minor keys and scales.

*Three class hours each week. Three credits.*

**201 THEORY I**

*Fall*

Primary tonal materials, triads and seventh chords, procedures of part writing.

*Three class hours each week. Three credits.*

**202 SIGHT SINGING AND DICTATION**

*Spring*

Sight singing and dictation for music/music education concentrators.

*One class hour each week. One credit.*

**203 THEORY II**

*Spring*

Continued study of tonal harmony including secondary chords, inversions, supertonic and subdominant seventh chords.

*Three class hours each week. Three credits.*

**307 HISTORY OF MUSIC**

A survey of music against the background of medieval and renaissance history and culture.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

**309 HISTORY OF MUSIC 1600 - 1750**

*Spring*

A history of musical style and performance of Baroque and preclassical music.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**



**311 HISTORY OF MUSIC**  
**1750 - 1900** *Not offered in 1983-84*  
 The music of the Classical and Romantic periods.  
*Three class hours each week. Three credits.*  
**HUMANITIES CORE COURSE.**

**313 HISTORY OF MUSIC**  
**FROM 1900** *Not offered in 1983-84*  
 A survey of music from Nineteenth Century, Impressionism to modern avant-garde compositions.  
*Three class hours each week. Three credits.*  
**HUMANITIES CORE COURSE.**

**317 THEORY III, HARMONY** *Fall*  
 Dominant and secondary sevenths with their inversions; the diminished seventh; augmented chords; harmonization of melodies; figured bass modulation; analysis.  
*Prerequisite: Music 203.*  
*Three class hours each week. Three credits.*

**319 THEORY IV, HARMONY** *Spring*  
 More sophisticated management of the voices; chords of the ninth, eleventh, and thirteenth; the augmented, Neapolitan, French, and German sixth; twelve-tone method.  
*Prerequisite: Music 317.*  
*Three class hours each week. Three credits.*

**321 AMERICAN MUSICAL THEATRE** *Not offered in 1983-84*  
 The distinctive American character of the Broadway musical, cinema-musical, opera and dramatic theatre is considered. When possible, the class participates in the production of a musical.  
*Three class hours each week. Three credits.*

**325 THE HISTORY OF JAZZ AS AN AMERICAN ART FORM** *Not offered in 1983-84*  
 The history of the music of Black Americans from point of departure in Africa to present day avant-garde jazz. The influence of jazz upon American music.  
*Three class hours each week. Three credits.*

**331 CHORAL AND INSTRUMENTAL CONDUCTION** *Not offered in 1983-84*  
 Choral and instrumental conducting; baton technique, vocal production, choral literature; an opportunity to conduct college choral groups.  
*Prerequisite: written permission of instructor.*  
*Three class hours each week. Three credits.*

**343 MUSIC EDUCATION I** *Fall*  
 A survey of the history and development of music education from the middle ages through current practice in American education. The evolution of the music curriculum in the public schools in the twentieth century.  
*Three class hours each week. Three credits.*

**351 PRINCIPLES OF PLAYING WOODWIND INSTRUMENTS** *Not offered in 1983-84*  
 Embouchure formation, fingerings, basic musicianship.  
*Prerequisite: permission of instructor.*  
*One class hour each week. One credit.*

**353 PRINCIPLES OF PLAYING BRASS AND PERCUSSION INSTRUMENTS** *Spring*  
 Embouchure formation, basic musicianship.  
*Prerequisite: permission of instructor.*  
*One class hour each week. One credit.*

**355 PRINCIPLES OF PLAYING STRING INSTRUMENTS** *Fall*  
 Basic bowing, finger patterns, positions.  
*One class hour each week. One credit.*

**357 VOCAL METHODS** *Fall*  
 Vocal techniques, choral methods, literature, methodology for high school programs. Survey of choral music.  
*Three class hours each week. Three credits.*

**360 THEORY V, ORCHESTRATION** *Not offered in 1983-84*  
 The art of instrumentation; clefs, transposition, range, timbre. Arranging for ensembles and school groups. Analysis of composers and arrangers.  
*Three class hours each week. Three credits.*

**398 CHORALE** *Two semesters*  
 The study and performance of choral literature for mixed voices in a variety of styles. Major choral works. Attendance at rehearsals mandatory.  
*Three class hours each week. One credit per year up to a maximum of three credits.*

**399 CONCERT WINDS** *Two semesters*  
 A performing instrumental group open to all students who play a wind instrument.  
*One credit per year up to a maximum of three credits.*

**405 AMERICAN MUSIC** *Not offered in 1983-84*  
 A survey of the development of American music from the Colonial period to the present, considering the influences of European practices and American aesthetic thought.  
*Three class hours each week. Three credits.*

**407 MUSIC EDUCATION II** Spring

A practical course in the development of the public school music curriculum, elementary through secondary.

*Open only to music education concentrators or those with written permission of instructor.*

*Three class hours each week. Three credits.*

**INTERDISCIPLINARY COURSES:**

**Physics 103 ACOUSTICAL FOUNDATIONS OF MUSIC**

**NON-CREDIT MUSICAL GROUP:**

**JAZZ ENSEMBLE** Each semester

A performing stage band. The big band style of jazz performance.

*Open to qualified musicians with permission of instructor.*

**421 THE COOPERATING ARTIST PROGRAM**

The Fine Arts Department has established a cooperating artist program which enables a qualified student to elect to study with a well-known artist in the area and to receive academic credit from Saint Michael's College for this arranged study. Private lessons are currently available for violin, viola, double bass, cello, advanced piano, clarinet, flute, trumpet, oboe, bassoon, French horn, trombone, tympani and advanced voice work.

*Prerequisite: permission of artist and Department Chairperson.*

*The additional fee for private lessons is \$200 per credit.*

*One class hour each week. One credit.*

*Listed below are the current approved Cooperating Artists from whom students may wish to seek private instruction for credit:*

Catherine Baird	Piano
David Brubacker	Trumpet
Sadah Schuhari Colodny	Violin
Elaine Greenfield	Piano
Paul LeClair	Clarinet, Saxophone
Margaurite Meunier	Piano
Darienne Oaks	Dance
Martha Tortolano	Voice
William Tortolano	Organ
Robert Wigness	Trombone

**FINE ARTS – DANCE**

*An additional fee for dance lessons is charged equal to the cost of one credit.*

**101 BALLET BARRE** Fall

A course designed to expose the student to classical ballet exercises for centering, strengthening and stretching one's muscles.

*One credit per semester.*

**105 JAZZ I** Spring

The course will emphasize center work for isolation, placement, and stretch exercises. Jazz combinations will be taught to contemporary, classical and popular jazz music.

*One credit each semester.*

**107 JAZZ II** Spring

The course will emphasize jazz technique, rhythms and isolations. Jazz combinations will be taught. Student choreography will be stressed.

*One credit each semester.*

**111 MODERN I** Spring

The student will be exposed to a variety of modern dance styles, with the emphasis on placement, technique, and expressive movement. Modern dance combinations will be taught to contemporary, classical and experimental music.

*One credit each semester.*

**201 BALLET II** Not offered in 1983-84

Further instruction and practice in the basic techniques of body control. Preparation for point, adagio, and center floor work.

*Prerequisite: Introductory ballet or its equivalent.*

*One credit each semester.*

**397 DANCE ENSEMBLE** Two semesters

A dance group which performs jazz, modern and story dance.

*Limited to ten students.*

*Prerequisite: permission of instructor.*

*One credit each year.*

**NON-CREDIT MOVEMENT CLASS: EXERCISE FOR ATHLETES AND OTHER NON-DANCERS** Two semesters

Exercise sequences for flexibility, stamina, stretch, strength and "centering" will be taught. Muscle groups will be identified to aid the student in learning to move more efficiently.

*Contact instructor for further information.*

**FINE ARTS – SEMINAR**

**410 SENIOR FINE ARTS SEMINAR** Fall

A practical implementation of the unifying elements and common bonds of the arts. Individual projects within art, drama, or music, according to the particular needs and interests of the student.

*Three class hours each week. Three credits.*



# DEPARTMENT OF HISTORY

Dr. Nobert A. Kuntz, Chairman: Andersen, Nicosia, Pfeifer.

The objectives of the concentration are as follows: (1) to give the student a general knowledge of the past, of the events which shaped the life of humankind, of the persons who influenced the course of civilization, of the institutions which human society has evolved; (2) to give him/her a more specific knowledge of one area of history, such as American or European (Ancient through Modern); (3) to promote the student's understanding of the present and of his/her position as the heir to a continuous Christian culture, through an appreciation of the forces that produced civilizations; (4) to strengthen the student's critical faculty through the employment of the techniques of historiography, the use of analysis and synthesis, and the constant effort to determine the truth of the past; (5) to foster literate self-expression through discussion, the preparation of historical papers and oral reports.

*Required for concentrators: History 101-103, 410, twelve hours of electives divided equally between American and European History, and fifteen additional hours of unspecified electives, totaling 36 hours. Concentrators must establish proficiency in a classical or modern language. They must do so by passing a course numbered 203-205 in the Classics or Modern Language Departments, or by demonstrating equivalent knowledge through examination.*

## **101-103 DIRECTED READING IN HISTORY** *Two semesters*

This course is devoted to discussion of historical works organized under three headings: Classical History; Philosophies of History; Historical Controversy. The course is designed to enlarge the student's knowledge of historical writing and to foster his or her appreciation of it.

*Three class hours each week. Three credits each semester.*

**HUMANITIES CORE COURSE.**

## **105 WAR AND SOCIETY** *Not offered in 1983-84*

This course will be offered through a series of lectures in which each professor in the Department of History will treat the effects of warfare upon a particular society. Topics to be dealt with in the course are: warfare in the Middle Ages; the American Civil War; World War I; World War II. Professors in American and European history will emphasize their own specializations.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## **121 THE MODERN MIDDLE EAST: AN INTRODUCTION** *Fall*

A survey of the history of the Middle East from the Prophet Mohammed in the 7th century to the Arab-Israeli War of 1967. The course examines the impact of Islam, the Ottoman Empire and Western Europe on the political, economic and intellectual development of the modern Middle East, including the emergence of independent Arab states, the modern Turkish state and an independent Jewish state.

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

## **201-203 GROWTH OF THE AMERICAN NATION**

*Two semesters*

A survey of American history from the beginnings of colonization to modern times. The purpose of the course is to acquaint the student with the more significant historical events and, more importantly, with the various interpretations of those events.

*Three class hours each week. Three credits each semester.*

**HUMANITIES CORE COURSE.**

## **221 HISTORY OF MODERN CHINA** *Not offered in 1983-84*

A survey of Chinese history from the early decades of the 19th century to the present.

*Three class hours each week. Three credits.*

## **223 HISTORY OF MODERN JAPAN** *Not offered in 1983-84*

A survey of Japanese history from the last decades of the Tokugawa Shogunate to the present.

*Three class hours each week. Three credits.*

## **301-303 HISTORY OF GREECE** *Fall and Spring*

The rise and development of Hellenic culture. The course is devoted to a study of the political and social history of Greece from the beginnings to the rise of democracy. This is preceded by a survey of the Oriental civilizations by which the Greeks were influenced.

*Three class hours each week. Three credits each semester.*

**HUMANITIES CORE COURSE.**

## **305-307 HISTORY OF ROME** *Not offered in 1983-84*

The study of the political and social history of Rome to the fourth century of the Christian era.

*Three class hours each week. Three credits each semester.*

**HUMANITIES CORE COURSE.**

**309 THE EARLY MIDDLE AGES**  
**Not offered in 1983-84**

A topical analysis of the complex phenomena which shaped the history of Western Europe from the period of the Later Roman Empire to the Tenth Century.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**311 THE HIGH MIDDLE AGES**  
**Not offered in 1983-84**

A topical analysis of the sociological, cultural and intellectual history of Western Europe during the centuries of medieval greatness from 1050 to 1300 A.D.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**317 PROBLEMS IN WESTERN CIVILIZATION: EUROPEAN WITCHCRAFT**  
**Fall**

An analysis of the historical phenomenon of European witchcraft. Special emphasis will be given to the important light that the history of witchcraft sheds upon European civilizational experience from classical antiquity to early modern times.

**Three class hours each week. Three credits.**

**319 PROBLEMS IN WESTERN CIVILIZATION: SELECTED TOPICS**  
**Not offered in 1983-84**

A topical analysis of selected problems designed to acquaint the student with some of the most crucial, yet unexplored, aspects of the history of Western Civilization.

**Three class hours each week. Three credits.**

**321 PROBLEMS IN WESTERN CIVILIZATION: ANTI-SEMITISM**  
**Not offered in 1983-84**

This course examines the roots, development and varieties of modern anti-Semitism in Europe in the 19th and 20th centuries. Students will concentrate on the political, economic, social and intellectual foundations of modern anti-Semitism in the 19th century, and the historical development of anti-Semitic movements in Europe from the French Revolution to the holocaust.

**Three class hours each week. Three credits.**

**323 COLONIAL AND REVOLUTIONARY AMERICA 1607-1787**  
**Fall**

The development of the American colonies will be studied in depth with special emphasis given to the casual factors of the American Revolution and the formation and ratification of the Constitution.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**325 ANTE BELLUM AMERICA 1830-1860**  
**Spring**

An intensified look at the growth of American optimism, industry, and intellectual development after Jackson and leading to the outbreak of the War of the Rebellion.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**335 DIPLOMATIC HISTORY OF EUROPE, THE 19TH CENTURY**  
**Not offered in 1983-84**

This course offers a survey of the salient features of the foreign policies of the major European powers during the nineteenth century.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**337 DIPLOMATIC HISTORY OF EUROPE, THE 20TH CENTURY**  
**Not offered in 1983-84**

This course offers a survey of the salient features of the foreign policies of the major European powers during the twentieth century.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**351 THE BLACK EXPERIENCE IN AMERICA**  
**Not offered in 1983-84**

A reading course designed to provide perspective concerning the experience of Blacks in American life. Although designed as a survey from 1619, emphasis will be given to historical developments from Reconstruction to the present.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**353 THE HISTORY OF THE SOUTH**  
**Not offered in 1983-84**

The course will attempt to analyze the growth of Southern sectionalism and, later, nationalism, ending with the recent efforts of that section to return to its pre-1860 domination of American politics.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**391 EUROPE IN THE 17TH CENTURY**  
**Fall**

A survey of the political, economic, social and intellectual developments in western and central Europe from the beginning of the Thirty Years War to the end of the reign of Louis XIV. The course emphasizes the development of the political institutions of absolutism, European economic expansion, the growth of the commercial middle class and the revolution in scientific thought.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**



### **393 EUROPE IN THE 18TH CENTURY** *Spring*

A survey of the political, economic, social and intellectual developments in western and central Europe from the death of Louis XIV through the French Revolution and the Napoleonic Wars. The course considers the decline of the ancient regime, the intellectual foundations of the Enlightenment, and the origins, course and impact of the period of the French Revolution and Napoleonic Wars in Europe.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **395 EUROPE IN THE 19TH CENTURY** *Not offered in 1983-84*

A survey of the political, economic and social transformation of Europe during the 100 years between the end of the Napoleonic Wars in 1814 and the outbreak of World War I in 1914. The course treats the revolutionary currents of liberalism and nationalism through 1850, the origins of socialism, German and Italian unification, the industrialization of Europe, the German Empire of Otto von Bismarck, European Imperialism and the origins of World War I.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **397 EUROPE IN THE 20TH CENTURY** *Not offered in 1983-84*

A survey of European history from the outbreak of World War I to the early years of the Cold War. The course deals with the origins, course and impact of the First World War, the Revolution, Leninism and Stalinism in Russia, the political, social and intellectual foundations of Fascist Italy and Nazi Germany, the origins and course of World War II and the emergence of the Cold War.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **401 THE LATE MIDDLE AGES** *Fall*

A topical analysis of the transitional era in European history which extends from 1300 to the end of the 15th century; an age characterized by one scholar as the "Waning of the Middle Ages." Students will confront the varied movements within the period which best illustrate the transitional nature of the age.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **403 THE RENAISSANCE** *Spring*

An analysis of the historiographical problem of the "Renaissance." The course will seek to assess the crucial role played by the Renaissance in bridging the gap between medieval and modern history.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **405 THE REFORMATION** *Not offered in 1983-84*

An analysis of the religious ideology, conflict and crisis of 16th-century Europe. Special emphasis will be given to examining the intellectual and religious foundations of Protestantism and the eventual clash with Catholicism during the Counter Reformation.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **410 SEMINAR IN HISTORY** *Fall and Spring*

This course is designed to draw upon and develop the student's knowledge of history through discussion and extended research. Specifically the student will do research in a limited area of European or American history and become familiar with the up-to-date bibliography in the field. Two sections of the course will deal with European history; a third with American history.

**Three class hours each week. Three credits.**

### **411 HISTORY OF RUSSIA TO 1905** *Not offered in 1983-84*

A survey of Russian History from the emergence of Kievan Russia in the 9th century to the revolution of 1905. The course considers the political, economic, social and cultural development of the Kievan and Muscovite states, the institutions of Tsarist absolutism, the reforms of Peter the Great, economic and industrial development in the 18th and 19th centuries and the political decline of Imperial Russia in the 19th century.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **413 HISTORY OF SOVIET RUSSIA** *Not offered in 1983-84*

A survey of the history of the U.S.S.R. from its origins before the First World War to the fall of Nikita Khrushchev. The course deals with the 19th-century origins of Marxism, the revolution and civil war between 1917 and 1921, Leninism, Stalinism, the economic transformation of the 1930's, Soviet Foreign Policy and World War II, the origins and course of the Cold War and the Khrushchev era.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **421 THE UNITED STATES IN THE 20TH CENTURY I** *Fall*

This course will survey the history of the United States from the presidential election of 1900 to the New Deal. Politics and international relations will be emphasized. Attention will also be given to social and cultural developments.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**423 THE UNITED STATES IN THE 20TH CENTURY II** *Spring*

This course will follow the same approach as History 421. It will cover the period between the New Deal and the resignation of President Richard M. Nixon.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**431 THE AMERICAN CIVIL WAR, 1860-1865**

*Not offered in 1983-84*

A detailed examination of the Civil War, especially the economic, military and political aspects thereof. The course is designed to show the development of the modern American nation.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**435 RECONSTRUCTION, 1865-1890**

*Not offered in 1983-84*

A focus on the changing American nation after the Civil War. In part the course will show the opportunity for social and economic change and the complexities of rapid industrialization.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**437 HISTORY OF AFRICA**

*Not offered in 1983-84*

This course covers the origin and groupings of the African peoples and will illustrate the continent's major civilizations and empires, as well as migration patterns. The later part of the course will cover the creation of culturally fictitious states and the ensuing rupture of cultural groups.

**Three class hours each week. Three credits.**

**441-443 HISTORY OF CANADA**

*Not offered in 1983-84*

A survey of the social, political, and cultural history of Canada from the foundations of New France to the Twentieth Century nation. Emphasis will center on problems of Canadian history and biographies of the individuals who shaped Canada.

**Three class hours each week. Three credits each semester.**

**HUMANITIES CORE COURSE.**

**455 THE ORIGINS OF THE ARAB-ISRAELI CONFLICT TO 1948**

*Fall*

This course traces the history of the Arab-Israeli conflict from its origins in the 19th century to the emergence of the state of Israel in 1948. The class examines the political, social, intellectual and religious foundations of Arab and Jewish nationalism (Zionism) during the 19th century in the Middle East and Europe, respectively, their initial clash of interest during the First World War, and the emerging conflict and Great Power involvement during the Mandate period to 1948.

**Three class hours each week. Three credits.**

**457 THE ARAB-ISRAELI CONFLICT SINCE 1948** *Spring*

This course traces the development of the Arab-Israeli Conflict from the emergence of the state of Israel and the first Arab-Israeli War in 1948 to the Camp David Agreements and the Egyptian-Israeli Treaty of 1979. The major themes will include the changing and conflicting currents in Arab and Jewish nationalism, as well as the developing role of the Great Powers in the conflict.

**Prerequisites: History 121 and 455 is recommended before enrolling in History 457.**

**Three class hours each week. Three credits.**

**485 GERMANY IN THE 19TH CENTURY**

*Fall*

A comprehensive study of German history from the French Revolution to the outbreak of World War I. The course considers the impact of the French Revolution and the Vienna Settlement on Germany, the currents of liberalism and nationalism to 1850, Bismarck and the unification of Germany, the political foundations of the Bismarckian Reich, industrialization and the economic and social transformation of German society, and Germany's role in the origins and outbreak of World War I.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

**487 GERMANY IN THE 20TH CENTURY**

*Spring*

An analysis of recent German history from the outbreak of War in 1914 to the emergence of the West German Republic in 1949. The course considers the impact of Germany's defeat and the Versailles settlement, the upheavals and tragedies of the Weimar Republic, the intellectual foundations of National Socialism and anti-Semitism, the early years of the Nazi movement, the structure of the Nazi state, Nazi foreign policy, World War II and the creation of the two Germanies.

**Three class hours each week. Three credits.**





# AMERICAN STUDIES PROGRAM

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The American Studies Program is an interdepartmental concentration under the supervision of the Department of History. Students in this concentration must complete thirty credit hours as explained below. Its purpose is to allow a student to investigate the factors — historical, social, political, economic, and intellectual — which have shaped American civilization.

*Required for Concentrators: History 101-103, 201-203; American Studies 310, 410. The remaining hours of study will be selected from the following departments upon consultation with the American Studies advisor: English, Political Science, History, Economics, Fine Arts, Philosophy, Theology, and Sociology. Concentrators must establish proficiency in a modern language. They must do so by passing a course numbered 203-205 or by demonstrating equivalent knowledge through examination.*

## **310 AMERICAN INTELLECTUAL HISTORY, 1607-1865**

**Two semesters**

The course attempts to show through various selected readings the development of American civilization. Representative topics considered are: Colonial letters, the concept of independence, transcendentalism, nationalism, and Romanticism. Basically the course is one of reading, discussion, and independent research. The second semester continues the approach followed in the first.

**Three class hours each week. Three credits each semester.**

**HUMANITIES CORE COURSE.**

## **410 AMERICAN INTELLECTUAL HISTORY, 1865-1970**

**Two semesters**

This course deals with selected topics pertinent to the United States in the late nineteenth and twentieth centuries. Representative topics are: social Darwinism, the social gospel, progressivism, neo-orthodoxy, and various historical interpretations of the United States.

**Three class hours each week. Three credits each semester.**

**HUMANITIES CORE COURSE.**

# HUMANITIES PROGRAM

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The “core” of the program, especially in the tri-part sequence of the “Life and Thought of Western Man,” Parts I, II, and III, is intrinsically interdisciplinary in its materials. In its chronological presentation of the major conventional periods of Western development from Biblical and classical presentation of the major conventional periods of Western development from Biblical and classical times to the present, it seeks to integrate successively period history, literature, and art in order to give the student (of whatever specialization) an awareness of a common formative cultural heritage and a sense of general roots and personal identity. “The Great Books” of Western tradition, of all forms, are central, with emphasis on intellectual content and social influence. A principal objective is to impart a sense of perspective for making sound general judgements against a broad background and setting valuable specialized knowledge in due context. Ideally, the three parts should be followed sequentially.

## **THE LIFE AND THOUGHT OF WESTERN MAN I**

### **101 CLASSICAL CIVILIZATION** *Fall*

The fundamental characteristics of our classical heritage will be explored through key works in literature, philosophy, history, and the visual arts. A selection of the readings may include *The Iliad* or *The Odyssey*, Sophocles' *Oedipus Rex* or *Antigone*, Thucydides' *The Peloponnesian War*, Plato's *Dialogues*, Virgil's *Aeneid* and Juvenal's *Satires*.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **103 MEDIEVAL CIVILIZATION**

*Spring*

This investigation of Medieval Civilization seeks to define the unique contributions of the Christian centuries in literature, philosophy, and the arts. The synthesis of Greco-Roman culture and Christianity is examined through such works as St. Augustine's *Confessions*, Boethius' *Consolation of Philosophy*, Thomas Aquinas' *Treatise on the Law*, Dante's *Divine Comedy*, and Chaucer's *Canterbury Tales*.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

## THE LIFE AND THOUGHT OF WESTERN MAN II

### 201 RENAISSANCE – REFORMATION

Fall

This course continues the survey of Western development from the beginning of the Renaissance through the sixteenth century. Major emphasis is placed on the transition in European culture, the effects of exploration, philosophy, science and religious thought. Some of the major works included are: Machiavelli's *The Prince*, More's *Utopia*, Marlowe's *Doctor Faustus*, Shakespeare's *King Lear*, Milton's *Areopagitica* and *Of Education*.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### 203 ENLIGHTENMENT – REVOLUTION

Spring

The content of this course covers the years from the seventeenth century to 1815. The major areas of consideration are: society after the Reformation, absolutism and the empires, the Industrial and French Revolutions, the culture of the age, the causes and effects of the Enlightenment through the Napoleonic Era. Some of the works read are: Locke's *Second Treatise of Government*, Smith's *Wealth of Nations*, Madison, Hamilton and Jay's *Federalist Papers*; the works of the Romantic Poets, Pope, Goethe, and others may be included.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

## THE LIFE AND THOUGHT OF WESTERN MAN III

### 301 NATIONALISM – INDUSTRIALIZATION

Fall

A study of the political, social, religious, philosophical and economic conditions of the Western World of the nineteenth century through literature and the visual arts. Some of the topics considered are: the politics of the Restoration, the Revolutions' effects on world affairs, and the culture of the times. A selection of readings may include some of the works of Dickens, Hugo, Balzac, Dostoevsky, Turgenev, Darwin, Nietzsche, Marx, Chekhov, Hawthorne, Melville and others.

**Three class hours each week. Three credits.**

### 303 IMPERIALISM – TECHNOLOGY

Spring

An examination of the revolutionary concepts in history, with particular attention to the social, economic, political, cultural, philosophical and ideological factors of the twentieth century. The "Great Books" and visual arts will focus on the following topics: growth of democracy, rise of the working class, totalitarianism, World Wars I and II, Communism, Fascism, etc. Some of the authors included are Joyce, Hemingway, Faulkner, Orwell, Freud, Dreiser, Lewis, Kafka, Sartre, Camus, Proust, Rilke, and others.

**Three class hours each week. Three credits.**

### 311 MAJOR UTOPIAS IN THE WESTERN TRADITION AND MODERN COMMUNAL ALTERNATIVE LIFE-STYLES

Fall

A search for "Perfectionism" in Western tradition: a survey of major Utopias, which could include the following readings: Plato's *Republic*, "Primitive Christianity," "Medieval Monasticism," Famous Utopias of the Renaissance (More's *Utopia*, Campanella's *City of the Sun*, Bacon's *New Atlantis*), "Socialist Utopias of the 19th Century," (Shakers, Rappites, Brook Farm, Fourierites), Yankee Communes, *Brave New World*, *Walden Two*, Rozak's *The Making of a Counter-Culture*. Again the intent is to see the contemporary in organic relationship to the past.

**Three class hours each week. Three credits.**

### 313 IDEALS AND LANDMARKS IN WESTERN EDUCATIONAL THOUGHT

Spring

This course will explore the major themes seen in the history of education in western culture, from ancient Athens to the twentieth century. It will focus on selected areas of significant interest, such as the Greek concepts of liberal learning and logos, the Roman genius for law and social stability, the development of the medieval university system, the goals of the Renaissance humanists, and the influence of scientific specialization and applied science in the modern world.

**Three class hours each week. Three credits.**

### 317 DEVELOPMENT OF SCIENTIFIC THOUGHT IN THE WEST (Part I)

**Not offered in 1983-84**

The first course considers the nature of scientific process; the beginnings of science in Mesopotamia and in Greece; the divorce of science and philosophy in Alexandria; the decline of science during the Middle Ages; the rise of Humanism and its effect on scientific inquiry; and concludes with the Copernican Revolution.

**Three class hours each week. Three credits.**

### 319 DEVELOPMENT OF SCIENTIFIC THOUGHT IN THE WEST (Part II)

**Not offered in 1983-84**

A continuation of the development of scientific thought beginning with Cartesian mathematics and physics; Newtonian physics and astronomy; eighteenth and nineteenth century discoveries in chemistry, biology, and geology; the changing emphasis in science; and, finally, some brief considerations of modern thought in genetics, evolution, relativity, quantum theory, molecular models, and chemical bond theories.

Books for 317 and 319 are: Sarton's *History of Science*; Toulmin and Goodfield's *Fabric of the Heavens, Architecture of Matter, Discovery of Time*; Butterfield's *Origins of Modern Science*; Mason's *History of the Sciences*.

**Three class hours each week. Three credits.**



### 325 HUMANISTIC ASPECTS OF WESTERN POLITICAL THOUGHT

Spring

Designed for non-political science majors, this course stresses the development and deviations from the core of Western Political Thought, the classical natural right theory — Socrates to Marx.

**Three class hours each week. Three credits.**

### 411 WESTERN ATTITUDES ON WORK AND LEISURE (Part I)

Fall

A chronological survey of the profound changes in society's understanding of work and leisure from the ancient Greeks until 1900. The readings include such works as Homer's *Odyssey*, Vasari's

*Lives of the Artists*, Dickens' *Great Expectations*, and Crane's *Red Badge of Courage*.

**Three class hours each week. Three credits.**

### 413 WESTERN ATTITUDES ON WORK AND LEISURE (Part II)

Spring

A survey of society's perception of work and leisure in the twentieth century. Emphasis is placed on developments in America. The readings include such works as Cather's *O Pioneers*, Lewis' *Babbitt*, Greene's *The Power and the Glory*, and Camus' *The Plague*.

**Three class hours each week. Three credits.**

## INTERNATIONAL STUDENT PROGRAM

Director: Associate Professor Norman J. Lacharite; Duffy, Gamache, O'Neill, Royer, Thayer, Yorkey.

In September 1954, the College inaugurated an Intensive English Language Training Program to meet the requirements of students from foreign countries who need training in all aspects of English for career or personal reasons.

To achieve objectives as they pertain to conditions in the career world, two new programs were soon added.

The curriculum offered in the first of these programs, called the **Undergraduate Associate Program**, has its roots in the original plan and serves a variety of individual needs. The Associate Program is designed to provide general amelioration in English, academic orientation and career guidelines, thereby aiding the student's transfer into regular baccalaureate curricula, both here and elsewhere.

Lastly, the professional aspirations of teachers of English as a Second Language had to be confronted. While placing special emphasis on professional competence, the **Graduate TESL** curriculum aims to inform the teacher of what is happening in the field and in related areas and why. Further information regarding this program can be found on page 125.

### THE PROGRAM IN ENGLISH FOR INTERNATIONAL STUDENTS

This program is an intensive, full-time English Language Program of six, eight, twelve, sixteen or more weeks on a year-round basis, with opening enrollments every four weeks. The Program is open to men and women.

The teaching is concentrated and the number of weeks that one will spend in a program must be determined by personal proficiency objectives. Specially trained instructors, experienced in their discipline, hold three formal classes each day for groups which usually number 10. Classroom experience is supplemented by directed personal work in the laboratory. The integration between the classroom work and the laboratory sequence demands daily attendance at both.

Proficiency tests are administered frequently so that the student may be placed in one of the 10 levels which will be most profitable and satisfying. Instruction on each level deals with all the aspects of the language: conversation, reading, writing, aural comprehension.

### THE UNDERGRADUATE ASSOCIATE PROGRAM

The aim of this program is to integrate training in English as a Second Language with undergraduate courses. Many students enroll in this Program after satisfactory progress in the Intensive English Program. Students enrolled in the Program take the courses described below. Depending on level of proficiency, students will be allowed to take one or both of these courses. In addition, they will be allowed to enroll in one or two courses from the other disciplines, selected as far as possible with their career goals in mind.

## **ENGLISH FS 100, COLLEGE**

### **WRITING**

*Fall, Spring and Summer*

Introduction to the principles of composition and rhetoric. A review of grammar and the mechanics of writing with emphasis on the needs of foreign students. Study skills, test taking, library research and other aspects of academic orientation are discussed. This course is comparable to ENGLISH 101, College Writing, as listed under the Department of English.

**Five class hours each week. Three credits.**

## **ENGLISH FS 102, INTRODUCTION TO LITERATURE**

*Fall, Spring and Summer*

The principles of literary analysis and appreciation are introduced through the reading of selected pieces of fiction, poetry, drama, essay and biography. The selections are chosen and treated with the students' cultural background and understanding in mind. This course is comparable to ENGLISH 123, Introduction to Literary Studies, as listed under the Department of English.

**Three class hours each week. Three credits.**

## **DEPARTMENT OF JOURNALISM**

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Dr. Thomas R. Oates, Chairperson; Hart and Lecturers.

The department of Journalism at Saint Michael's College is dedicated to awakening in students an awareness of the significance of communication as a shaping force in our society and to train these students in the techniques of modern communication. The department believes that an understanding of communication in our culture involves not only a mastery of technology and techniques — whether written or electronic — but also an understanding of the society in which it functions.

Therefore the study of the broad cultural, social and artistic context of society is required of Journalism concentrators through a series of cultural/historical courses in appropriate departments (see departmental requirements). The department also feels that an understanding of contemporary communication can only be developed in depth if students confront professional and technical demands and limits of the craft and art of the communications media. Students are required to complete a series of professional courses in newswriting, reporting, editing, photojournalism and may elect to pursue production courses in public relations, graphics, advanced reporting. Radio and television production courses can be added through the department's internship program.

In an age of almost instantaneous electronic transmission of information and consequent accelerated decision-making, careful, accurate, culturally sensitive and ethically sound communication is an essential requirement for a society which will fulfill human needs now and in the future. The department of Journalism seeks to educate and train students who can fulfill these requirements.

The concentration, made possible by grants from the Frank E. Gannett Foundation and other benefactors, is designed to prepare students for careers in journalism.

Campus publications that welcome student participation include the weekly student newspaper, the semi-annual literary review, and the college yearbook. The Saint Michael's College 100 watt radio station, WWPV-FM, and the nearby studios of Vermont Public Radio and Vermont Educational Television provide an added dimension to the program.

**Courses are open to concentrators and non-concentrators.**

**Required for concentrators are:**

- 1) A minimum of 30 and a maximum of 40 credits in journalism courses, including 101, 201 (C or better), 203 (C or better), 213, 303, 311, 315 and 407;
- 2) a demonstrated proficiency in typing by the sophomore year and a grade of "C" or better in English 101 (College Writing) or its equivalent by the sophomore year;
- 3) three introductory social science courses chosen from among Economics 101 and 103, Political Science 201, Psychology 101, and Sociology 201;
- 4) History 423 (The United States in the Twentieth Century II) or History 203 (Growth of the American Nation); and,
- 5) at least nine credits in advanced (300-400) social sciences courses not offered by the Department of Journalism (the courses should be interrelated and the sequence should provide in-depth knowledge of a particular topic).



## **101 INTRODUCTION TO MASS COMMUNICATION**

The course focuses on the historical, social, legal and economic aspects of mass communication; the current practices and responsibilities of the mass media; the role of newspapers, magazines, radio, television, film, and other media; and the impact of mass media in world affairs.

*Juniors and seniors require consent of instructor.*

*Three class hours each week. Three credits.*

**SOCIAL SCIENCE CORE COURSE.**

## **201 NEWSWRITING** **Fall**

The course involves instruction and practice in written communication of factual material under direct supervision of the instructor. The emphasis is on preparing copy for newspaper publication.

*Preference is given to students in the journalism concentration.*

*One class hour, two two-hour lab sessions each week. Lab fee: \$20. Three credits.*

## **203 REPORTING** **Spring**

The emphasis is on the gathering of news and interviewing with some field work in the community. Students are expected to prepare articles for publication.

*Prerequisite: Grade of "C" or better in Journalism 201.*

*One class hour, two two-hour lab sessions each week. Three credits.*

## **213 LAW OF THE PRESS** **Spring**

The course covers the law in its relationship to the press with emphasis on such topics as freedom of the press, libel, privilege, and the right of privacy and access to information.

*Prerequisite: Sophomore standing.*  
*Three class hours each week. Three credits.*

## **301 MASS COMMUNICATION AND SOCIETY** **Spring**

The course examines the relationship between mass communication and society; the structure, function, and role of the media; evaluations of media performance; and suggestions for change.

*Three class hours each week. Three credits.*

## **303 PHOTOJOURNALISM** **Fall and Spring**

The course deals with basic photographic techniques with emphasis on press photography, darkroom processing of black-and-white photographs, picture editing, and photographic essay planning and execution.

*Prerequisite: permission of instructor.*  
*One-hour lecture and three-hour lab sessions each week. Lab fee: \$45. Three credits.*

## **311 HISTORY OF AMERICAN JOURNALISM** **Fall**

The course looks at the evolution of the mass media in the United States in the context of political, social and economic change.

*Prerequisite: Junior standing or permission of instructor.*

*Three class hours each week. Three credits.*

## **313 INTERNATIONAL COMMUNICATIONS AND THE FOREIGN PRESS**

**Not offered in 1983-84**

The focus of this course is on world communications systems, including newsgathering agencies; the role of foreign correspondents; the foreign press; and the factors determining the flow of world news.

*Prerequisite: Junior standing.*  
*Three class hours each week. Three credits.*

## **315 NEWSPAPER EDITING** **Fall**

The emphasis in this course is on editing articles intended for newspaper publication, headline writing, and newspaper layout techniques.

*Prerequisite: Journalism 203.*  
*Four class hours each week. Three credits.*

## **317 GRAPHICS OF THE PRINT MEDIA** **Spring**

Featured are the principles of typographic design and display; the appropriate use of type; and introduction to basic graphic arts processes, copy fitting and estimating, and practice in modern newspaper design.

*Prerequisite: Junior standing and permission of instructor.*  
*Three class hours each week. Three credits.*

## **319 SPECIAL TOPICS IN JOURNALISM AND MASS COMMUNICATION** **Fall and Spring**

The content of this course varies with the topic being studied. Some of the possible topics are precision journalism, creative non-fiction writing, persuasion techniques, censorship of the media, and colonial journalism. The course may be repeated after a change of content with the approval of the department chairman.

*Prerequisite: permission of instructor.*  
*Meeting times vary with the content. One to three credits.*

## **405 PRINCIPLES OF ADVERTISING (Same as Business 405)** **Fall and Spring**

The course involves a broad study of advertising, including its planning, creation and use. All media operations are reviewed and students are led through as much practical application as possible.

*Prerequisite: permission of instructor.*  
*Three class hours each week. Three credits.*

## **407 REPORTING OF PUBLIC AFFAIRS** *Fall*

The purpose of this course is to provide advanced training and practice in conveying information of public concern. The focus is on issue-oriented material; in-depth study and in-depth reporting are required.

**Prerequisites:** *Journalism 203 and 213; a grade of "C" or better in 203.*

**Three class hours each week. Three credits.**

## **409 FEATURE WRITING** *Spring*

The techniques of preparing special articles for newspapers and magazines are examined. Students are expected to write several such articles during the course of the semester.

**Prerequisite:** *permission of instructor.*

**Three class hours each week. Three credits.**

## **415 PUBLIC RELATIONS** *Fall and Spring*

The principles and practice of public relations in industry, business, education, government, and military services are covered in this course. The

course also focuses on public relations functions and an analysis of relationships with various groups, such as press representatives, employees, stockholders, and consumers.

**Prerequisite:** *Senior standing or consent of instructor.*

**Three class hours each week. Three credits.**

## **499 (299 & 399) INDEPENDENT STUDY**

*Fall or Spring*

This offering permits the student to gain academic credit for work done outside regularly scheduled courses. The work may be in the area of research, fieldwork, or special internship programs. A plan of study must be submitted and approved prior to enrollment.

**Prerequisites:** *Twelve hours of earned credits in journalism. Permission of instructor, department chairperson and vice president of academic affairs.*

**Meeting times by arrangement. Variable credits.**

# **DEPARTMENT OF MATHEMATICS**

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Professor Warren G. Sparks, Chairman; Cleary, Liu, Naramore, Preston.

The basic courses in Mathematics are designed to give an adequate foundation to students who intend to concentrate in Biology, Chemistry, Computer Science, Physics and Mathematics. The program of concentration in Mathematics has the objective of providing students with a sufficient background of theory and practice so that they may be prepared to use mathematics as an end in itself (e.g., in teaching, research) or for the purpose of establishing a career in industry, statistical work, civil service, et cetera.

**Required of concentrators:** *Computer Science 101, Mathematics 102, 109-111, 205, 211, 303, 307, 309, 401-403, 405, 410 and at least one additional course in mathematics at the 200 or 300 level.*

**Successful completion of the three-semester calculus sequence (Mathematics 109, 111, 211) will count as four courses towards graduation.**

## **100 PRECALCULUS MATHEMATICS** *Fall and Spring*

Establishes the background necessary to begin calculus: fundamental concepts of Intermediate Algebra ranging from factoring to radical expressions; linear and quadratic equations; inequalities; binomial theorem; trigonometric functions, identities, and equations. May not be taken for credit concurrently with, or following receipt of credit for, any mathematics course numbered 103 or above.

**Three class hours each week. Three credits.**

## **101 FINITE MATHEMATICS** *Fall and Spring*

This course is designed as an introduction to concepts of modern mathematics. By including applications to business and the biological and social sciences, it thus provides a point of view, other than that given by physics, concerning the possible uses of mathematics. Among topics

considered are sets, vectors and matrices, linear systems, linear programming, probability, and theory of games.

**Non-concentrators only.**

**Three class hours each week. Three credits.**

**MATHEMATICS CORE COURSE.**

## **102 ELEMENTARY STATISTICS** *Fall and Spring*

Nature of statistical methods, description of sample data, probability, probability distributions, sampling, estimation, hypotheses testing, correlation and regression.

**Three class hours each week. Three credits.**



### **103 ELEMENTS OF CALCULUS**

*Fall and Spring*

A one-semester survey calculus course. Not designed for those desiring a more rigorous investigation of the fundamental topics of calculus. Topics in analytic geometry, derivatives and their applications, integration, applications of the definite integral. Credit will not be given for Math 103 if credit has already been received for Math 109.

**Prerequisite:** *Intermediate algebra and trigonometry or Mathematics 100.*

*Three class hours each week. Three credits.*

**MATHEMATICS CORE COURSE.**

### **105-107 ANALYTIC GEOMETRY AND CALCULUS I**

*Not offered in 1983-84*

Properties of real numbers, topics in analytical trigonometry, plane analytic geometry, derivatives and their application, integration and applications of the definite integral.

*Three class hours each week. Three credits each semester.*

**MATHEMATICS CORE COURSE.**

### **109-111 ANALYTIC GEOMETRY AND CALCULUS I and II**

*Two semesters*

Properties of real numbers, topics in analytical trigonometry, plane analytic geometry, derivatives and their application, integration and applications of the definite integral, techniques of integration, transcendental functions, infinite series.

**Prerequisite:** *Intermediate algebra and trigonometry or Math 100; for second semester, successful completion of first semester.*

*Four class hours each week. Four credits each semester.*

**MATHEMATICS CORE COURSE.**

### **201-203 ANALYTIC GEOMETRY AND CALCULUS II**

*Two semesters*

Continuation of Mathematics 105-107. Transcendental functions, methods of integration, hyperbolic functions, polar coordinates, vectors and parametric equations, solid analytic geometry and vectors, partial differentiation, multiple integrals, infinite series.

**Prerequisites:** *Mathematics 107; for second semester, successful completion of first semester.*

*Three class hours each week. Three credits each semester.*

**MATHEMATICS CORE COURSE.**

### **205 MATHEMATICAL STATISTICS**

*Fall*

Mathematical expectation, the Central Limit Theorem, sampling distributions, decision theory, estimation and hypothesis testing along with correlation and regression will be among the topics considered.

**Prerequisites:** *Mathematics 102; Mathematics 107 or, by permission of instructor, Mathematics 103.*

*Three class hours each week. Three credits.*

### **207-209 APPLIED ALGEBRA AND DISCRETE METHODS**

*Two semesters*

Introduction to the mathematical theory and techniques underlying computer science. Topics include mathematical logic, set theory, algebraic structures including groups, semi-groups, monoids, and the formal definition of languages, lattices and Boolean algebra, and graph theory. Throughout the course the application of the concepts to Computer Science will be stressed.

**Prerequisite:** *Computer Science 103.*

*Three class hours each week. Three credits each semester.*

### **211 ANALYTIC GEOMETRY AND CALCULUS III**

*Not offered in 1983-84*

Continuation of Math 109-111. Polar coordinates, parametric equations, vectors, three dimensional space, partial differentiation, multiple integrals and their applications.

**Prerequisite:** *Mathematics 111.*

*Four class hours each week. Four credits.*  
**MATHEMATICS CORE COURSE.**

### **303 DIFFERENTIAL EQUATIONS**

*Fall*

Meaning of differential equations, types, applications of differential equations of the first order, linear differential equations with constant coefficients, applications of linear differential equations of the second order, approximate solutions, series solutions, Laplace transforms.

**Prerequisites:** *Mathematics 201-203.*

*Three class hours each week. Three credits.*

### **304 HISTORY OF MATHEMATICS**

*Spring*

This is a problem study approach to the history of mathematics aimed at making student participation in the course something more than the usual carrying out of reading assignments capped with a term paper. The treatment is restricted to "elementary" mathematics, that is mathematics through the beginnings of calculus. Among the topics considered: Number systems, Babylonian and Egyptian mathematics, Pythagorean mathematics, duplication, trisection and quadrature, Euclid's Elements, Hindu-Arabian mathematics, and dawn of modern mathematics.

**Prerequisites:** *At least one year of calculus.*

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

### **305 NUMERICAL ANALYSIS**

*Not offered in 1983-84*

Includes power series calculation of functions; roots of equations; nonlinear simultaneous equations; matrices, determinants, and linear simultaneous equations; numerical integration; numerical solution of ordinary differential equations; interpolation and curve fitting.

**Prerequisites:** *Computer Science 101, 111 or equivalent.*

**Three class hours each week. Three credits.**

### **307 INTRODUCTION TO MODERN ALGEBRA**

*Spring*

This course is designed for the undergraduate who has had two years of college mathematics, including calculus. It will introduce some of the simpler algebraic concepts so much a part of the mathematics of today. Number systems, groups, rings, and field will be among the topics considered.

**Three class hours each week. Three credits.**

### **308 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRIES**

*Not offered in 1983-84*

This course is designed for prospective teachers of mathematics. Among the topics considered are Euclid's geometry, informal logic, Hilbert's axioms, neutral geometry, the history of the parallel postulate, the discovery of non-Euclidean geometry, the independence of the parallel postulate, and some of the philosophical implications of these topics.

**Three class hours each week. Three credits.**

### **309 ELEMENTS OF LINEAR ALGEBRA**

*Fall*

Engineering, the sciences, and the social sciences today are becoming more analytically oriented; that is, more mathematical in flavor, and the mere ability to manipulate matrices is no longer adequate. Linear algebra affords an excellent opportunity to develop a capability for handling abstract concepts. Topics covered include solution of systems of linear equation, matrices,

vectors and vector spaces, inner products, linear transformations, determinants, eigenvalues and eigenvectors.

**Three class hours each week. Three credits.**

### **317 APPLIED MATHEMATICS**

*Spring*

The course covers series methods of function representation, and solutions of ordinary and partial differential equations. Vector methods as used by the sciences are also covered, particularly the use of differential operators on scalar and vector functions. Applied matrix algebra and calculus of variations are also discussed.

**Prerequisite:** *Mathematics 303 or equivalent.*

**Three class hours each week. Three credits.**

### **401-403 ADVANCED CALCULUS**

*Two semesters*

A study of sequences and series, functions of a real variable, functions of several variables, vectors, the definite integral, improper integrals, line integrals, multiple integrals, and uniform convergence.

**Three class hours each week. Three credits each semester.**

### **405 COMPLEX VARIABLES**

*Spring*

The course covers complex numbers, elementary functions, the mapping of elementary functions, integrals, power series, residues and poles, and conformal mapping.

**Three class hours each week. Three credits.**

### **410 SENIOR SEMINAR**

*Fall*

Through supervised presentations of problems, derivations, and proofs, the students are guided to reevaluate their experience in mathematics. For the first half semester the topics are drawn from some branch of mathematics that reaches broadly into others. In the remaining half semester more extensive lectures are presented by the students on more diverse topics.

**Three class hours each week. Three credits.**

## **DEPARTMENT OF MODERN LANGUAGES AND LITERATURES**

Dr. Anne McConnell, Chairperson; Delaney, Finch, Languasco, Pomar, Quiroz, Rupright. It is generally recognized that the liberally educated should have proficiency in a modern language other than their own. It is also true that the knowledge of languages other than English is helpful in many careers.

Satisfactory completion of a modern language at the 203-205 level, or its equivalent is required of all concentrators in American Studies, History, Philosophy, and Political Science.

The Department welcomes all qualified students to its courses, and offers a variety of general interest courses taught in English.

A program of concentration is offered in French Studies and Spanish Studies. The aim of these two programs is to provide as thorough a mastery as possible of the languages of these two world influences as well as a firm acquaintanceship with their literatures and cultures.



To complete either concentration students must pass, in the appropriate language, the courses numbered 305-307 and 310, and must earn at least 18 additional credits in courses taught in the language of concentration at the 300 or 400 level.

Successful completion of the first semester is prerequisite for continuance in, or admission to, any second semester language course. A laboratory of one hour per week is required in all 103-105, 203-205 courses.

In addition to French and Spanish the Department offers language and literature courses in German and Russian, as well as language courses in Italian and Portuguese (Brazilian).

The Department of Modern Languages encourages students to spend some time overseas during their course of study, and provides aid in choosing the appropriate program. Language students may also take advantage of opportunities to converse with international students, and to participate in production of plays in French and Spanish.

These courses are open to *all qualified students*.

## FRENCH

### 103-105 INTRODUCTION TO FRENCH *Two semesters*

Essentials of French. An introductory course for beginners or students with limited preparation. Designed to develop proficiency in French conversation, reading and grammar.

*Three class hours and a laboratory each week. Three credits each semester.*

### 203-205 INTERMEDIATE FRENCH *Two semesters*

Intermediate conversation, reading, and grammar.

*Three class hours and a laboratory each week. Three credits each semester.*

### COMMUNICATION SKILLS CORE COURSE.

### 233 FRANCO-AMERICAN CULTURE AND CIVILIZATION

*Not offered in 1983-84*

Although the French have played an important role in North America historically and culturally, most Americans are unaware of this aspect of their history, and of the continuing existence of a large and thriving French culture in North America. The course will be taught from a historical, cultural, and literary point of view, and will include meetings with French Americans from this region, guest lecturers, and presentations of folk arts.

*Three class hours each week. Three credits.*

*In English.*

### HUMANITIES CORE COURSE.

### 305-307 ADVANCED COMPOSITION

*Two semesters*

The first semester (305) combines a review of areas of grammar essential to composition and a study of more advanced grammar, with a development of the elements of written expression from the sentence and paragraph to the short essay and composition.

The second semester (307) builds on the foundation of 305, developing skills in areas such as the longer essay, expository writing, articles, and creative writing, as well as the analysis of examples of these forms of expression.

*Required of concentrators.*

*Three class hours each week. Three credits each semester.*

### 310 IMMERSION LANGUAGE PROGRAM *Two semesters*

Students meet five times per week for two hours per day. The course is one of total immersion in all forms of oral expression.

*Required of concentrators. Given each year.*

*Ten hours each week. Six credits each semester.*

### 315 INTRODUCTION TO FRENCH LITERATURE *Fall*

Designed to provide a framework for literary studies, this course emphasizes the history and development of French Literature through the ages. Students will read and discuss excerpts and short works from the great periods of French Literature, as well as selected complete works.

*Three class hours each week. Three credits.*

*In French.*

### 317 FRENCH POETRY AS GENRE *Not offered in 1983-84*

This course is designed as an exploration of poetry leading to an appreciation of its uniqueness. The course will discuss what makes poetry different from other literary forms, and will provide the student with a better understanding of poetry, and with the tools of poetic analysis.

*Three class hours each week. Three credits.*

*In French.*

### 319 FRENCH THEATRE AS GENRE *Fall*

Using generic rather than an historical approach, this course will explore works chosen from the rich body of French farce, tragedy, comedy and drama. Discussion will center on the unique qualities of this form, as well as the difficulties of reading a work intended to be presented on the stage. Students will have the opportunity to participate in a theatrical presentation of one of the plays, and/or see a performance in Montreal.

*Three class hours each week. Three credits.*

*In French.*

**323 ROMANCE LINGUISTICS** *Spring*  
A brief survey of the development of the major Romance languages from Latin will illustrate the primary forces operative in the evolutions of these languages. We will then dwell on the present day characteristics, and on the contrasts and similarities. On this basis, time permitting, we may indulge in some speculation as to what changes are recently being incubated, and how these languages may alter in the coming millennium.

**Three class hours each week. Three credits.**

*In English.*

### **333 FRANCO-AMERICAN LITERATURE**

*Fall*

A study of the development of the literary expression in French, in North America. The course will include a historical survey of early works and themes, and the development of a truly "American" style, and will focus on the burgeoning contemporary movements in the novel, drama, poetry, and the cinema, and on recent efforts to document oral and folk literature.

**Three class hours each week. Three credits.**

*In French.*

### **341 FRENCH COMEDY**

*Fall*

This course is designed to treat the student to the delights of gallic humor and joie de vivre through representative high-caliber comedies from Moliere to Ionesco.

**Three class hours each week. Three credits.**

*In French.*

### **367 THE FRENCH AND THE ENLIGHTENMENT**

*Fall*

Literally, how the French "thought up" the most sweeping political, social and intellectual revolution before those in Russia and China. The course tackles Voltaire, Rousseau, Diderot and other "lights" right up through the Marquis de Sade.

*Lecture and discussion course.*

**Three class hours each week. Three credits.**

*In English.*

**HUMANITIES CORE COURSE.**

### **415 READING IN NINETEENTH CENTURY FICTION**

*Not offered in 1983-84*

Creative prose in this age has a fecundity and genius unknown before and unmatched since. Balzac, Flaubert, de Maupassant, Huysman, reflect an image of man ill at ease with himself and his times, but no less vital for that.

**Three class hours each week. Three credits.**

*In French.*

### **421 READINGS IN TWENTIETH CENTURY FICTION**

*Spring*

The creative writers of this century seek answers for a weary world no longer seen as sane. The answers sought reach all the way from action to the absurd. Introduced by Gide and Proust, the theme is then taken up by Malraux, Sartre, Camus, and Vian, and selected black writers.

**Three class hours each week. Three credits.**

*In French.*

### **423 AD HOC SEMINAR IN FRENCH LITERATURE**

*Spring*

Subject matter for the seminar will be chosen by the instructor assigned to teach the course. Topics could treat a specific author (such as Moliere, Rabelais or Baudelaire), a movement or school (romanticism, theatre of the absurd), or a cultural, historical or philosophical movement of literary importance.

**Three class hours each week. Three credits.**

*In French.*

### **499 (399 & 299) INDEPENDENT STUDY**

*Fall and Spring*

This offering permits the student to gain academic credit for work done outside regularly scheduled courses. The work may be in the area of research, directed readings, or special internship programs (if available). A plan of study must be submitted and approved prior to enrollment, and the fee for independent study is applicable.

**Prerequisites: Eighteen hours of earned credit in French. Permission of instructor, department chairperson, and vice president for academic affairs.**

**Meeting times by arrangement. Variable credits.**

## **SPANISH**

### **103-105 INTRODUCTION TO SPANISH**

*Two semesters*

Essentials of Spanish. An introductory course for beginners or students with limited preparation. Designed to develop proficiency in Spanish conversation, reading, and grammar.

**Three class hours and a laboratory each week.**

**Three credits each semester.**

### **203-205 INTERMEDIATE SPANISH**

*Two semesters*

Intermediate conversation, grammar, and reading. Essentials of Spanish civilization.

**Three class hours and a laboratory each week. Three credits each semester.**

**COMMUNICATIONS SKILLS CORE COURSE.**



## **305-307 ADVANCED COMPOSITION**

*Two semesters*

The first semester (305) deals with the elements of written expression, from the word through the paragraph to the whole composition. Regular written assignments provide ample opportunity to develop clear, correct and effective written Spanish. The semester culminates in the use of these skills within the context of the essay or composition.

The second semester (307) continues from this point with the writing and analysis of compositions, broadening the scope to examine and practice various types and purposes of written expression.

**Required of concentrators. Given each year.**

**Three class hours each week. Three credits each semester.**

## **310 IMMERSION LANGUAGE PROGRAM**

*Two semesters*

Students meet five times per week for two hours per day. The course is one of total immersion in all forms of oral expression.

**Open to all, required of concentrators. Given each year.**

**Eight to ten hours each week. Six credits each semester.**

## **313 LATIN AMERICAN CIVILIZATION**

*Not offered in 1983-84*

An exploration of Latin America and its cultures, from the times of the Aztec, Inca and Maya civilizations through the conquests by Europeans and the colonial era, into modern times.

**Three class hours each week. Three credits.**

**In English, open to all, Freshmen included.**

**HUMANITIES CORE COURSE.**

## **315 BRAZILIAN LITERATURE IN TRANSLATION**

*Not offered in 1983-84*

A sampling of a literature that, geographically, is Latin American but which language (Portuguese) often drives to the background. Selections will be mainly prose, and will encourage the exploration of a variety of Brazilian themes.

**Three class hours each week. Three credits.**

**In English, open to all, Freshman included.**

## **321 HISPANIC CULTURE IN THE UNITED STATES**

*Fall*

An exploration of an aspect of the United States whose existence and nature is often insufficiently recognized: very nearly our largest minority, our fellow-citizens of Hispanic origin and culture. The approach is historical, cultural and literary.

**Three class hours each week. Three credits.**

**In English, open to all, Freshmen included.**

**HUMANITIES CORE COURSE.**

## **323 ROMANCE LINGUISTICS**

*Spring*

An introduction to the science of linguistics, and a study of the development of the major Romance languages from Latin, of their present-day characteristics, and of their differences and similarities.

**Three class hours each week. Three credits.**

**In English.**

## **COURSES IN LATIN AMERICAN LITERATURE**

Four one-semester courses in Latin American literature are offered each biennium, each focusing on one of the genres: short story, poetry, theatre, and novel. The core readings in each course are presented in the context of the genre's characteristics and development; thus, considered together, these courses are complementary and develop an awareness of the movements and progression of Latin American literature as a whole. They may, however, be taken in any sequence, or separately.

## **325 THE SHORT STORY**

*Fall*

A study of the development of the short story from its earliest manifestations through its rise to an important literary form in Latin America during the 19th century, this course offers analysis of stories by some of the best known twentieth century writers: Quiroga, Borges, Cortazar, Garcia, Marquez.

**Three class hours each week. Three credits.**

**In Spanish.**

## **327 APPROACHES TO POETRY**

*Not offered in 1983-84*

An introduction to poetry, and training in techniques of interpretation, intended to guide the novice to the understanding and enjoyment of this mode of expression which, though sometimes feared or misunderstood, is as close and accessible to each of us as the song of the heart and the dance of the imagination.

**Three class hours each week. Three credits.**

**In Spanish.**

## **331 THE THEATER**

*Not offered in 1983-84*

This course traces the development of drama in Latin America from the traditional Spanish forms employed during colonial times to the present. We will learn the methods used in analyzing plays as literature representative of the historical circumstances in which they were written. The course will also include the actual dramatization of scenes from the plays studied in class, in order to emphasize the uniqueness of, and the special problems involved in the study of this genre.

**Three class hours each week. Three credits each semester.**

**In Spanish.**

### **333 THE NOVEL**

*Spring*

Some of the most innovative novelists of contemporary times are Latin Americans. In this course we will read several of the best novels of a few of the finest authors. In addition to revealing to us some of the major concerns of the Latin American spirit, these works will exemplify the high level of literary craftsmanship in which Latin America presently glories.

**Three class hours each week. Three credits each semester.**

**In Spanish.**

## **COURSES IN SPANISH LITERATURE**

### **413 LITERATURE OF THE GOLDEN AGE – PART I: THE THEATRE**

*Fall*

Spain's grandeur in the arts reached its culmination in the 17th century and is reflected in the drama — the outstanding literary genre of Spain in this period. Well-known works of Lope de Vega, Tirso de Molina, Guillen de Castro, Ruiz de Alarcon and Calderon de la Barca will be read and analyzed in the light of the cultural setting of the times. Emphasis will be given to the creation and development of the Spanish national theater and its relationship to the aesthetics, politics, and religion of the period.

**Three class hours each week. Three credits.**

**In Spanish.**

### **421 THE GENERATION OF '98**

**Not offered in 1983-84**

The Spanish American War of 1898 left a deep impact in the economic, social and intellectual life of Spain, the childless Mother country. Renowned authors such as Unamuno, Ganimet Perez de Ayala, Valle Inclan, Axorin, Machado and Baroja dealt with the aftermath of this war. Each of these writers, in his individual approach to the problems of Spain, expressed his thoughts and concerns in a unique and genuine way. The result was a varied and self-inspiring literary group known as "The Generation of '98."

**Three class hours each week. Three credits.**

**In Spanish.**

### **441 THE SPANISH NOVEL AFTER THE CIVIL WAR**

*Fall*

The crippling effects of the Spanish Civil War (1936-1939) can easily be felt in the literary creations that followed it. The political ideologies of the writers and the location of them during this period add different points of view to the portrayal of this war. The militant writers, the observers, and those who were in exile gave a personal account of this human tragedy. In all cases, what permeates their writings is the sad legacy of war. The course will pay special attention to this multiplicity of points of view in presenting this war and its aftermath.

**Three class hours each week. Three credits.**

**In Spanish.**

### **443 MIGUEL DE CERVANTES**

*Spring*

Miguel de Cervantes, the acknowledged Father of the Modern Novel, lets Don Quijote and Sancho walk out of the pages of his masterpiece and allows them to form part of the human race. In their new dimension, the main characters of the book, *Don Quijote*, become extraordinary citizens of the world. They act and react like no other men. Yet, there is so much humanity in them that no one can escape from identifying himself with them. This course will emphasize the universal and everlasting values stressed in the book which made Don Quijote and Sancho more familiar figures than the author, Cervantes.

**Three class hours each week. Three credits.**

**In Spanish.**

### **499 (399 & 299) INDEPENDENT STUDY**

*Fall and Spring*

This offering permits the student to gain academic credit for work done outside regularly scheduled courses. The work may be in the area of research, directed readings, or special internship programs (if available). A plan of study must be submitted and approved prior to enrollment, and the fee for independent study is applicable.

**Prerequisites: Eighteen hours of earned credit in Spanish. Permission of instructor, department chair, and vice president for academic affairs.**

**Meeting times by arrangement. Variable credits.**

## **GERMAN**

### **103-105 INTRODUCTION TO GERMAN**

**Two semesters**

A course designed to develop proficiency in German grammar and conversation.

**Three class hours and a laboratory each week. Three credits each semester.**

### **107-109 GERMAN FOR READING KNOWLEDGE**

**Not offered in 1983-84**

An introductory course for student with limited preparation and for concentrators in the sciences or mathematics. Designed to develop proficiency in reading and grammar. The course will pay special attention to the individual written translation of scientific articles.

**Three class hours each week. Three credits each semester.**

### **203-205 INTERMEDIATE GERMAN**

**Two semesters**

Advanced conversation and reading.

**Three class hours and a laboratory each week. Three credits each semester.**

**COMMUNICATION SKILLS CORE COURSE.**



### **309 SURVEY OF GERMAN LITERATURE**

*Not offered in 1983-84*

A course conducted in English to examine representative works in the novel, drama, and lyric poetry in English translation from Romanticism to Expressionism. To include among others, Hesse, Kafka, Mann and Brecht.

*Three class hours each week. Three credits each semester.*

**HUMANITIES CORE COURSE.**

### **ITALIAN**

#### **103-105 INTRODUCTION TO ITALIAN** *Two semesters*

Essentials of Italian. An introductory course for beginners or students with limited preparation. Designed to develop proficiency in speaking, reading and writing Italian.

*Three class hours and a laboratory each week. Three credits each semester.*

#### **203-205 INTERMEDIATE ITALIAN** *Two semesters*

Intermediate conversation and reading.

*Three class hours and a laboratory each week. Three credits each semester.*

**COMMUNICATION SKILLS CORE COURSE.**

#### **309 FINE ARTS IN ITALY** *Spring*

Major contributions of Italy to music, theatre, opera, and the cinema within the framework of historical and cultural developments from Goldoni to Fellini. Discussion of representative works.

*No prerequisite. No language requirement.*

*Three class hours each week. Three credits.*

*In English.*

### **311 SURVEY OF ITALIAN LITERATURE**

*Not offered in 1983-84*

Main trends and major writers of Italian Literature from Boccaccio to Moravia. This course is intended to give students an insight into the main trends of the Italian Literary Tradition. Readings of representative works and group discussion.

*Three class hours each week. Three credits.*

*In English.*

**HUMANITIES CORE COURSE.**

### **PORTUGUESE (BRAZILIAN)**

#### **103-105 INTRODUCTION TO PORTUGUESE (BRAZILIAN)**

*Not offered in 1983-84*

Essentials of Portuguese as it is spoken in Brazil. An introductory course for beginners or students with limited preparation. Designed to develop proficiency in speaking, reading and writing Portuguese.

*Three class hours and a laboratory each week. Three credits each semester.*

#### **203-205 INTERMEDIATE PORTUGUESE (BRAZILIAN)** *Two semesters*

Intermediate conversation and reading.

*Three class hours and a laboratory each week. Three credits each semester.*

**COMMUNICATION SKILLS CORE COURSE.**

### **RUSSIAN**

#### **103-105 INTRODUCTION TO RUSSIAN** *Two semesters*

A course designed to develop proficiency in Russian conversation, reading and grammar.

*Three class hours and a laboratory each week. Three credits each semester.*

#### **107-109 ELEMENTARY SCIENTIFIC AND COMMERCIAL RUSSIAN**

*Not offered in 1983-84*

This course prepares students in the physical or biological sciences and economics to read material in their fields.

*Three class hours each week. Three credits each semester.*

#### **203-205 INTERMEDIATE RUSSIAN** *Two semesters*

A course designed to develop proficiency in Russian conversation and reading. It incorporates the study of Russian civilization and contributions to world civilization.

*Three class hours and a laboratory each week. Three credits each semester.*

**COMMUNICATION SKILLS CORE COURSE.**

#### **309 RUSSIAN LITERATURE IN TRANSLATION** *Fall*

Philosophical and religious thought of Russia's great age. The content of this course covers the years from the 18th through the 20th century. The investigation seeks to define the unique contribution of Russian thought to literature, philosophy, history, and the visual arts. Some of the major authors included are: Dostoevsky, Tolstoy, Berdyaev, Solzenitsyn.

*In English. Open to all.*

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

#### **313 RUSSIAN CULTURE AND CIVILIZATION** *Spring*

This course surveys Russian culture and civilization from the Ninth Century to the Revolution of 1917. Students are introduced to the cultural tradition of Russia with special attention given to the fine arts, religion, philosophy and life style.

*In English. Open to all.*

*Three class hours each week. Three credits.*

**HUMANITIES CORE COURSE.**

# DEPARTMENT OF PHILOSOPHY

Rev. Richard L. Vanderweel, Chairman; Case, Hanagan, O'Connor, Tumulty, Zeno.

Philosophy has always been considered as that endeavor of the human person to escape from ignorance and to investigate the meaning of nature, of self, and of reality as a whole. Of course, philosophy is not alone in wanting to escape from ignorance; other disciplines, natural, social and literary, share that desire. But philosophy attempts to take a broader view, and for over two millennia philosophers have sought the type of understanding which leads to wisdom. Their ideas have become the very roots of the great social, political, educational, economic, literary, and scientific movements of every age. Thus, philosophy includes as one of its tasks a consideration of the presuppositions of other academic disciplines. This is why it is viewed as an essential component of a truly liberal education. Then, too, in a Christian context, philosophy cannot ignore the perspective it receives from faith, nor the part it can play in the understanding of God's revelation.

All students at Saint Michael's College are required to take two basic courses in philosophy to enable them to meet with these fundamental questions and to see how great thinkers of the past have responded to them. The first course serves to introduce the student to ways of thinking necessary to approach philosophy. The second course then considers some of the basic problems themselves and the way in which some philosophers have confronted them.

For those students who wish to deepen their knowledge of the subject, several electives are offered to acquaint them with the history, development, methods, and content of the entire range of philosophy.

*Required of all students: Philosophy 103 and one of the following: 201, 203, or 213. These courses are also prerequisites to all other courses in philosophy.*

*Required of concentrators: Philosophy 101, 103, 203, 401-403, 410, and four courses in the history of philosophy, viz., 301, 303, 305 and 307.*

*Concentrators are urged to fulfill their language requirement in French or German. Moreover, they are counseled to elect courses in mathematics and the natural sciences.*

## 101 LOGIC

**Fall and Spring**

The aim of the course in Logic is to develop and sharpen the student's ability to recognize and evaluate the types of explanations and arguments that can be found in everyday discourse and in the written and oral presentations of various academic disciplines.

**Three class hours each week. Three credits.**

**COMMUNICATION SKILLS CORE COURSE.**

## 103 INTRODUCTION TO PHILOSOPHICAL PROBLEMS

**Fall and Spring**

This course examines the nature and value of philosophical inquiry by means of Plato's *Republic*.

**Three class hours each week. Three credits.**

**REQUIRED OF ALL STUDENTS.**

## 201 PHILOSOPHY OF HUMAN NATURE

**Fall and Spring**

This course presents a philosophical study of human nature, considering such topics as: man and his body, knowledge, desire, choice and action, the emotions, and freedom of choice.

**Three class hours each week. Three credits.**

**PHILOSOPHY CORE COURSE.**

## 203 ETHICS

**Fall and Spring**

This course examines the criteria for discovering, judging, and living a moral life. Consideration is given to the contributions which the great philosophers have made to the questions of norms, values, and the meaning and nature of ethical discourse.

**Three class hours each week. Three credits.**

**PHILOSOPHY CORE COURSE.**





## **213 PHILOSOPHY OF SOCIETY**

**Fall**

An examination of human society concentrating on the distinct methodology of social and political philosophy. The course concentrates on the finality of the social order (Common Good), the social nature of persons, justice and friendship, civil authority, the family, community of nations, and problems of church and state.

**Three class hours each week. Three credits.**

### **PHILOSOPHY CORE COURSE.**

## **301 ANCIENT GREEK PHILOSOPHY**

**Fall**

A study of the principal figures of, and their contributions to, early Greek Philosophy, from the sixth to the third centuries, B.C. A brief consideration of the period from Thales to Socrates leads to a more detailed study of Plato and Aristotle.

**Three class hours each week. Three credits.**

## **303 MEDIEVAL PHILOSOPHY**

**Fall**

A study of the major thinkers of Christianity, Judaism, and Islam, and their attempts to utilize Greek categories in order to understand the world, themselves, and God. This historical period ranges from the fourth to the fourteenth centuries, and studies such figures as Augustine, Anselm, Averroes, Maimonides, and Thomas Aquinas.

**Three class hours each week. Three credits.**

## **305 PHILOSOPHY IN THE SEVENTEENTH AND EIGHTEENTH CENTURIES**

**Fall**

This course considers the development of philosophical thought from the Renaissance through the eighteenth century. Class readings and discussion center around such major figures as Descartes, Spinoza, Locke, and Hume.

**Three class hours each week. Three credits.**

## **307 NINETEENTH CENTURY PHILOSOPHY**

**Spring**

This course considers the development of philosophic thought from the late eighteenth through the nineteenth centuries. Class readings and discussions center around such major figures as Kant, Hegel, Mill, Nietzsche, and Bergson.

**Three class hours each week. Three credits.**

## **309 CONTEMPORARY PHILOSOPHY**

**Offered in 1984-85**

This course considers major philosophic trends since the start of this century. Class readings and discussions center around such major figures as Husserl, Russell, Heidegger, Moore, and Sartre.

**Three class hours each week. Three credits.**

## **313 ARISTOTLE**

**Every third year**

An analytical study of selected passages from some of Aristotle's major writings exclusive of his ethical, political, and logical works, including the *Parts of Animals*, *Physics*, *De Anima*, and *Metaphysics*.

**Three class hours each week. Three credits.**

## **315 ARISTOTLE'S POLITICS**

**Every third year**

A reading of Aristotle's *Politics*, and a comparison of his political thought with that of such men as Aquinas, Machiavelli, Hobbes, and de Tocqueville.

**Three class hours each week. Three credits.**

## **317 THOMAS AQUINAS**

**Offered in 1984-85**

An introduction to the writings of Thomas Aquinas. The course will include a consideration of the different genres in the Thomistic corpus as well as a close analysis of selected passages which contain some of the important teachings of Aquinas.

**Three class hours each week. Three credits.**

## **321 EXISTENTIALISM**

**Every third year**

This course will consider representative figures of theistic and non-theistic philosophical existentialism, such as Marcel and Sartre, Buber and Heidegger, Scheler and Jaspers.

**Three class hours each week. Three credits.**

## **323 AMERICAN PHILOSOPHY**

**Offered in 1984-85**

Depending on the background of the students, this course will be either an historical survey of significant American thinkers from Jonathan Edwards to John Dewey, or a concentrated study of selected American Philosophers.

**Three class hours each week. Three credits.**

## **324 PROBLEMS IN ETHICS**

**Spring**

This course applies the criteria and theory analyzed in Philosophy 203 to contemporary moral problems, and/or pursues to a more advanced level some of the theoretical problems discussed in the course.

**Prerequisite: Philosophy 203.**

**Three class hours each week. Three credits.**

## **325 PHILOSOPHY OF LAW**

**Every third year**

An introduction to the reasons behind the meaning of law and the various forms of law: civil, natural, and divine. It is concerned with the problem of the evolution of law, when laws are legitimate, and the relationship between morality and law.

**Three class hours each week. Three credits.**

### **326 PHILOSOPHY OF LOVE**

*Every third year*

This course is a philosophical examination of the experience of love. It seeks understanding of the various elements and dimensions of the reality of love and seeks to order all of them for a synthetic grasp of the whole meaning and worth of different types of love. Major thinkers will be consulted and the students themselves will have the opportunity to prepare and present papers in areas of their own selection.

**Three class hours each week. Three credits.**

### **327 PHILOSOPHY OF FREEDOM**

*Spring*

A philosophical examination of the purpose and nature of human freedom. Various types of freedom will be investigated. The problems of free choice will be studied against the historical background of those who claim that free choice is absurd or impossible. The value and limits of freedom will be measured in terms of the goal and dignity of human life and man's relation to God.

**Three class hours each week. Three credits.**

### **328 PHILOSOPHY OF ART**

*Spring*

This course considers the meaning of a philosophical approach to the whole range of making. This includes an investigation of what productive action is, the nature of artistic knowledge, the reality of artifacts, the definition of beauty, and differences between fine and useful arts.

**Three class hours each week. Three credits.**

### **329 PHILOSOPHY OF HISTORY**

*Every third year*

An introduction to ancient, medieval, modern and contemporary philosophical approaches to history, centering on the question of whether or not history is a science.

**Three class hours each week. Three credits.**

### **330 PHILOSOPHY OF SCIENCE**

*Every third year*

An examination of the changing emphases in science and science education; science as inquiry; the place of explanation, definition, and observation; the goals of science education as a humanistic experience and a contribution to human understanding of the physical world. Students are urged to take Humanities 317-319 before this course.

**Three class hours each week. Three credits.**

### **331 PROBLEMS IN LOGIC**

*Every third year*

A study of selected topics in Aristotelian logic, with an emphasis on demonstrative and dialectical argumentation. Some passages in Aristotle's *Analytics* and *Topics* will be studied closely.

**Three class hours each week. Three credits.**

### **401-403 METAPHYSICS**

*Two semesters*

This course considers the ultimate principles and the common characteristics of reality as well as the presuppositions and methods necessary for a philosophical treatment of such topics.

**Three class hours each week. Three credits each semester.**

### **410 SEMINAR IN PHILOSOPHY**

*Offered every other year*

The senior coordinating seminar, both by reading and discussion, centers on a chosen topic — one specific philosophical area, problem, and/or thinker, and examines it in the light of the conceptual and historical currents which contribute to it. This course is a partial preparation for the Senior Comprehensive Examination which is given each spring.

**Three class hours each week. Three credits each semester.**

## **DEPARTMENT OF PHYSICS**

Dr. Dominique Casavant, Chairman; Foley, Evans, Ross.

Physics concerns itself with the deduction and establishment of the principles which underlie the observable phenomena of the physical universe. For students whose curiosity about physical phenomena guides them to a career in physics, the Physics Department offers courses to prepare them for graduate school, teaching, or industry. Other students interested in science will find that courses offered above the elementary level enrich erudition in their own concentrations.

Mathematics is the language of physics. Students must have a mathematical ability commensurate with the physics content of the course if they expect to master the material. Students who plan to attend graduate school should bear in mind that familiarity with a foreign language may be required.

*Required of concentrators: Physics 151, 210-212, 301-303, 307, 309, 313, 401, 405-407, 410. Also Chemistry 105, 109, Computer Science 101, and Mathematics 105-107, 201, 203. Mathematics 303 and 317 are strongly recommended.*



### **101 ASTRONOMY** *Fall and Spring*

Astronomy is the oldest of the Physical Sciences and one of the most influential in the cultures of man. The course considers historical astronomy, astronomers' tools, the solar system, stars, galaxies, cosmology.

*Three class hours each week. Three credits.*

**NATURAL SCIENCE CORE COURSE.**

### **103 ACOUSTICAL FOUNDATIONS OF MUSIC** *Fall*

The goal of this course is to present to non-science students an opportunity to see physical principles applied to an area which is considered to be essentially non-science. In large part it is qualitative, but there are laboratory exercises to provide the student with an opportunity to visualize what is being discussed, and there are field trips to familiarize the students with situations of bad and good acoustics in presently existing structures. The course is divided into four parts: the basic structures of the receivers of sound; the environment and transmission of sound; the production of musical sound.

May be used as science or fine arts credit but not both.

*Three class hours each week. Three credits.*

### **105 PHYSICS AT A GLANCE** *Fall and Spring*

This course will be concerned with some of the intriguing phenomena that are part of our everyday world.

*Three class hours each week. Three credits.*  
**NATURAL SCIENCE CORE COURSE.**

### **151 ELECTRONICS** *Fall*

This course is designed to provide the non-science student with an introduction to the theory and operation of electronic devices and circuits. Topics covered include, but are not necessarily limited to the following: concepts of voltage, current and resistance, (including series and parallel combinations of resistances), analysis of single and multiloop DC circuits using Ohm's and Kirchoff's Laws; measurement techniques in simple AC and DC circuitry. Alternating current circuits with reactive elements which lead to concepts of impedance, capacitance, resonant frequency, phase angle and power factor are also considered. Finally, non-linear circuit elements such as the diode (thermionic and semiconductor) and solid-state devices are discussed as well as circuits containing active elements (transistors and vacuum tubes). The laboratory portion of the course includes not only analysis of the various circuits and devices described in class, but will also allow the student to gain practical knowledge in the use of tools and test equipment (multi-meter, signal generator, oscilloscope, etc.) and in the technique of soldering. As a part of the laboratory work, each student constructs a radio receiver, and thus gains familiarity with troubleshooting and maintenance techniques.

*Note:* If interest warrants, parts of this course can be designed to prepare a person for the FCC

Second Class Radiotelephone Certificate, or the Novice and/or General Amateur Radio license.

**Prerequisites:** *Knowledge of Algebra and Trigonometry. Those who have taken General Physics and/or Calculus are better prepared.*

*Three class hours and one laboratory each week. Four credits.*

### **153 ELECTRONICS** *Spring*

This course is a continuation of Physics 151. Many of the topics introduced during the first semester, such as complex impedance, vacuum tube and transistor parameters, and "Q" of tuned circuits will be examined in greater detail. The design of practical electronic circuits will be emphasized. Topics such as frequency response and distortion in actual amplifier circuits, design considerations for high-frequency circuits, and methods for modulation and detection will be considered.

The mathematical treatment will be similar to that of the first semester, and the laboratory will be optional, although highly recommended.

**Prerequisite:** *Physics 151 or permission of instructor. Four credits.*

### **210-212 COLLEGE PHYSICS**

*Two semesters*

This course develops the concepts of physics with a mathematical sophistication to challenge students with an interest in the physical sciences. The catholicity of physics is emphasized in a study of mechanics, thermodynamics, electricity and magnetism, and modern physics.

**Prerequisites:** *Mathematics 107, and successful completion of Physics 210 in order to take physics 212.*

*Three class hours and one laboratory each week. Four credits each semester.*  
**NATURAL SCIENCE CORE COURSE.**

### **301-303 INTRODUCTION TO MODERN PHYSICS**

*Not offered in 1983-84*

A study of the recent developments in the field of physics is the focal point of this course. It includes some of the concepts of special relativity and quantum mechanics and applies these concepts, as well as the classical concepts, to atomic, nuclear, molecular, and crystal structure.

**Prerequisites:** *Physics 210-212, Mathematics 201-203.*

*Three class hours each week. Three credits each semester.*

### **307 MECHANICS** *Fall*

The object of this course is to familiarize the student with sophisticated tools to analyze motion, and to provide some insight into the agents of change in motion. The motion of particles and solids is studied with the intent of preparing the student to appreciate the application of the principles to the worlds of super-macroscopic and of the sub-microscopic.

**Prerequisites:** *Physics 210-212 or 220-222.*

*Three class hours each week. Three credits.*

### 309 THERMODYNAMICS

*Not offered in 1983-84*

The laws of thermodynamics have the widest application of any laws in physics. This course familiarizes the student with these laws as they apply to systems in equilibrium. Heat transport mechanisms, heat engines, the behavior of ideal and real gases are all examined in this course. Some applications of classical statistical mechanics are introduced.

**Prerequisites:** *Physics 210-212 or 220-222.*

**Three class hours each week. Three credits.**

### 310 SPECIAL TOPICS IN PHYSICS

*Occasionally*

This course will be offered when the need and demand for specialized instruction arises. May be repeated with the approval of the department.

**Credit not to exceed four.**

### 313 OPTICS

*Spring*

Leonardo da Vinci called optics "the paradise of the mathematicians." He was referring to ray optics, but the description is more apropos to physical optics. This course will reveal the physical and mathematical beauty of optics in its investigations of the wave nature of light. Other aspects of electromagnetic radiation and the beginnings of modern physics will be introduced.

**Prerequisites:** *Physics 210-212 or 220-222.*

**Three class hours each week. Three credits.**

### 401 ELECTRICITY AND MAGNETISM

*Fall*

Electrostatic, magnetic and electromagnetic fields and their interaction with materials in different media are covered in this course. A.C. and D.C. circuits are discussed. The properties and characteristics of electrons are developed.

**Prerequisites:** *Physics 210-212 or 202-222.*

**Three class hours each week. Three credits.**

### 405-407 ADVANCED LABORATORY

*Spring*

In this course, students will perform experimental work selected from mechanics, thermodynamics, electricity and magnetism, optics and modern physics. The laboratory will be conducted in a manner designed to introduce the student to independent research; thus, much of the design and set-up of the individual experiments will be left to the student. Opportunity will also be available for students to perform experimental work of their choosing if they have a special interest in one particular branch of physics. Use of shop facilities in constructing specialized equipment will be encouraged.

**Prerequisites:** *Physics 307, 309, 313 and 401.*

**Co-requisite:** *Physics 301-303.*

**Two laboratory periods each week. Two credits each semester.**

### 410 COORDINATING SEMINAR

*Two semesters*

**Two class hours each week. Two credits each semester.**

## DEPARTMENT OF POLITICAL SCIENCE

Dr. William E. Wilson, Chairman; Baker, Hughes, Kernstock, Olgyay.

Political Science in the broadest sense is the study of governments and governing procedures — whether these "governments" are sovereign states, international entities, or sub-units of political cultures. Thus, political science has many facets.

Political scientists are interested in the origins of the preconditions for governments, the growth and evolution of governments, and the decline of governments. Political scientists are also interested in how governments are structured, how governments make decisions, as well as the content of the decisions and how governments solve societal conflicts. In addition, true to their oldest academic traditions, political scientists retain their concern with the fundamental question of how governments ought to be constituted.

*The curriculum for concentrators has been designed to provide a familiarity with the full scope of the discipline both in substance and methodology. Concentrator requirements are as follows:*

1. A total of 11 semester courses in political science to include the following courses: Political Science 101, 103, 201, 221, 301, 341, 410.
2. In order to insure some cross disciplinary work the department requires that four semester courses be taken from among the disciplines of humanities, history, sociology, and economics. At least one semester course in economics is strongly recommended.
3. Because it is the judgment of the department that language skills are an essential part of a liberal education the department strongly recommends two years of language study.
4. The department requires that each concentrator take English 101 (College Writing) and strongly recommends that each concentrator take English 105 (Advanced College Writing).



## **101 INTRODUCTION TO POLITICS** *Fall and Spring*

The objective of the course is to provide an introduction to political science as a field of knowledge and inquiry. Instructors are free to use their own methods of achieving this objective.

**Three class hours each week. Three credits.**

**SOCIAL SCIENCE CORE COURSE.**

## **103 RESEARCH METHODS AND METHODOLOGY** *Spring*

This course seeks to familiarize the student with various methodological issues that shape current research in political science. The course will also explore some of the basic skills used by social scientists in gathering, analyzing and interpreting data.

**Reserved for concentrators or with instructors permission.**

**Three class hours each week. Three credits.**

## **201 INTRODUCTION TO AMERICAN NATIONAL GOVERNMENT** *Fall and Spring*

A general introduction to the structure and processes that define American politics on the national level.

**Three class hours each week. Three credits.**

**SOCIAL SCIENCE CORE COURSE.**

## **203 AMERICAN FOREIGN POLICY** *Alternate years*

An introduction to the nature, objectives, and practices of the foreign policy of the United States.

**Three class hours each week. Three credits.**

## **207 POLITICAL PARTIES AND PRESSURE GROUPS** *Alternate years*

A study of the policy-making process in American government; of public opinion, political parties, and pressure groups as agencies of policy formation.

**Three class hours each week. Three credits.**

## **211 FOREIGN POLICY OF THE U.S.S.R.** *Alternate years*

An analytical and historical survey of the development of the foreign policy of the Soviet Union since 1917.

**Three class hours each week. Three credits.**

## **221 INTERNATIONAL POLITICS** *Spring*

An introductory examination of international relations with primary focus on the political relationship between nations.

**Reserved for concentrators or with instructor's permission.**

**Three class hours each week. Three credits.**

## **223 GLOBAL POLITICS** *Spring*

This course will analyze the political implications of global problems of population/food disparity, natural resource scarcity, and war. Emphasis will be given to the political alternatives in restructuring the planet.

**Three class hours each week. Three credits.**

## **251 INTERGOVERNMENTAL RELATIONS** *Alternate years*

A study of the political, administrative, and fiscal dimensions of federal, state, and local intergovernmental relations in the United States, together with an assessment of their impact on policy formulation and implementation.

**Three class hours each week. Three credits.**

## **301 CONSTITUTIONAL LAW AND HISTORY** *Fall*

An analysis of American constitutional theory as it has been developed and articulated by the U.S. Supreme Court. Specific topics include the nature of judicial review, the powers of the President and Congress, federalism, the regulation of commerce and the development of substantive due process.

**Reserved for American Studies and Political Science concentrators.**

**Three class hours each week. Three credits.**

## **304 PUBLIC BUREAUCRACY** *Alternate years*

A study of the organization of American public bureaucracy and of its role in formulating and implementing public policy. Emphasis also on the governance of public agencies in the context of a constitutional democracy.

**Three class hours each week. Three credits.**

## **305 CIVIL LIBERTIES** *Alternate years*

A study of the constitutional relationship between the individual and his government. Particular emphasis will be placed on First Amendment freedoms of speech, press, and religious belief, as well as theories of due process and equal protection.

**Three class hours each week. Three credits.**

## **306 PRESIDENTIAL BEHAVIOR** *Alternate years*

This course deals with the powers and responsibilities of the office of the American chief executive as well as the political forces that have shaped this office.

**Three class hours each week. Three credits.**

**307 CONGRESSIONAL BEHAVIOR***Alternate years*

A descriptive and analytical survey of the political and structural variables that shape policy making at the congressional level.

**Three class hours each week. Three credits.**

**308 JUDICIAL BEHAVIOR***Alternate years*

An examination of the judiciary as a participant in the public policy-making process, paying particular attention to the federal court system as it interacts with other centers of political power.

**Three class hours each week. Three credits.**

**309 ADMINISTRATIVE POLITICAL BEHAVIOR***Alternate years*

A study of the search for and use of power by public agencies in an attempt to adapt to a changing environment.

**Three class hours each week. Three credits.**

**311 INTERNATIONAL LAW***Alternate years*

A survey of the law of nations dealing with the origin, sources, scope and subjects of the law, and the law of interstate transactions.

**Three class hours each week. Three credits.**

**315 POLITICS OF DEVELOPMENT***Alternate years*

An examination of the nature of government and politics in "non-Western" areas. In particular, the course focuses on the emergence of colonial societies into political independence and the nature of their domestic and international life.

**Three class hours each week. Three credits.**

**321 URBAN POLITICS***Alternate years*

An analysis of the impact of social, economic, political, and governmental factors on policy-making in urban America. Special emphasis on the problems of housing, poverty, transportation, and urban development, and the efforts of policy makers to deal effectively with these problems.

**Three class hours each week. Three credits.**

**324 ENVIRONMENTAL POLITICS***Alternate years*

This course seeks to examine the political dimension of humankind's relationship to natural environment. Emphasis will be placed on problems of natural resource use and pollution in the United States.

**Three class hours each week. Three credits.**

**325 GOVERNMENT AND POLITICS IN CANADA***Alternate years*

A survey of the development of governmental institutions and political processes in Canada.

**Three class hours each week. Three credits.**

**331 GOVERNMENT AND POLITICS IN WESTERN EUROPE***Alternate years*

A survey of the development of governmental institutions and political processes in Western Europe.

**Three class hours each week. Three credits.**

**333 GOVERNMENT AND POLITICS IN EASTERN EUROPE***Alternate years*

A survey of the development of governmental institutions and political processes in Eastern Europe.

**Three class hours each week. Three credits.**

**337 GOVERNMENT AND POLITICS IN EAST ASIA***Alternate years*

A survey of the development of governmental institutions and political processes in China and Japan.

**Three class hours each week. Three credits.**

**341 HISTORY OF WESTERN POLITICAL THOUGHT***Fall and Spring*

A study of the most important political theorists of western civilization.

**Reserved for concentrators. Three class hours each week. Three credits.**

**343 PUBLIC POLICY ANALYSIS***Fall*

A study of the elements of public policy analysis, and of its possibilities and limitations in helping us to attain critical evaluations of a variety of public policies.

**Three class hours each week. Three credits.**

**345 POLITICS OF THE WELFARE STATE***Spring*

A critical evaluation of the goals, underlying values and programmatic strategies of selected social policies of the American welfare state, including income maintenance and social service programs.

**Three class hours each week. Three credits.**

**403 AMERICAN POLITICAL THOUGHT***Alternate years*

An examination of writings, speeches, and documents that evidence the clearest reflection about American politics.

**Three class hours each week. Three credits.**



**410 SENIOR SEMINAR** *Spring*

This is a course designed for small group and independent study techniques. Individual instructors will determine the direction of inquiry.

**Reserved for concentrators.**

**Three class hours each week. Three credits.**

**416 LIBERALISM AND ITS CRITICS** *Alternate years*

An examination of some of the leading political theorists of the liberal tradition, from the 17th Century to the present, as well as some of liberalism's sharpest critics. The nature of the human individual, the state, toleration, liberty, equality and the quality of life attainable in liberal societies are some of the themes to be explored.

**Three class hours each week. Three credits.**

**417 MODERN TOTALITARIANISM** *Alternate years*

Combining an historical and conceptual analysis, the course will search for the fundamental causes and essential nature of modern totalitarian movements.

**Three class hours each week. Three credits.**

**422 AMERICAN POLITICAL BEHAVIOR** *Alternate years*

This course concerns itself with political inputs. Consideration is given to variables that govern the various behavior patterns displayed by the American electorate.

**Three class hours each week. Three credits.**

**423 IDEOLOGY AND CONFLICT** *Alternate years*

An investigation into the roots of contemporary ideological conflict. Seminars will explore the psychological constraints as well as "personal status" and class dimensions of conflict in America.

**Three class hours each week. Three credits.**

**425 POLITICS AND THE NOVEL** *Alternate years*

A study of power and politics as it is reflected in nineteenth and twentieth century American literature. (To be taught with an instructor from the English Department.)

**Three class hours each week. Three credits.**

**431 LAW AND SOCIETY** *Alternate years*

A survey of Anglo-American legal thought analyzing the sources of law, the relationship between law and morality or other extra-legal sources of principle, and an examination of the law's responses to problems in liberty, equality, culpability and punishment.

**Three class hours each week. Three credits.**

**433 THE CRIMINAL JUSTICE SYSTEM** *Alternate years*

An analysis of the various agencies involved with the administration of criminal justice. Topics include the definition of criminal behavior, pre-trial procedure, the adversary trial process, and the imposition of punishment. Attention will also be given to the judicial supervision of the rights of the accused.

**Three class hours each week. Three credits.**

**444 UNITED STATES STRATEGIC STUDIES** *Alternate years*

An exploration of the philosophical, sociological, economic, as well as political, and military factors and constraints involved in generating U.S. strategy and strategic options.

**Three class hours each week. Three credits.**

## DEPARTMENT OF PSYCHOLOGY

Dr. Robert J. Lavalley, Chairman; Chaplin, Kinnucan, Krikstone.

Psychology is concerned with the discovery of the principles underlying human and animal behavior. Students electing to major in Psychology will be thoroughly prepared to enter graduate school in any of the many fields of Psychology or related disciplines. Students will also find Psychology to be an excellent preparation for pursuing a wide variety of careers open to liberal arts graduates requiring a basic understanding of human behavior.

The Psychology concentration is made up of two parts. The first is a set of required courses in the areas of research methodology, statistical analysis, learning and systems and theories of Psychology. These courses are intended to provide the student with a firm background in the more scientific aspects of the field. The second part provides the student with an option for either an experimentally oriented or clinically oriented program of electives.

**A total of 12 courses in psychology plus 2 courses in biology (101-103) are required for a concentration in psychology. The courses selected must include Psychology 101, 213-215, 308, 309, 311 and Biology 101-103.**

**101 GENERAL PSYCHOLOGY** *Fall and Spring*  
An introduction to the entire field of psychology with emphasis on the normal adult human being.  
**Three class hours each week. Three credits.**  
**SOCIAL SCIENCE CORE COURSE.**

**103 PSYCHOLOGY AND SOCIAL PROBLEMS** *Spring*

An introduction to contemporary social problems and modes of thinking from the psychological point of view. Topics to be included are psychoanalytic, humanistic, behavioristic, and existential modes of thought, the place of values in a world of science, psychological utopias, the psychology of alienation, aggression, crowd behavior and social movements.

**Prerequisite: Psychology 101.**  
**Three class hours each week. Three credits.**

**203 BEHAVIOR MODIFICATION** *Spring*

A survey of the techniques that are employed in the manipulation and control of human behavior with an evaluation of their effectiveness.

**Prerequisite: Psychology 101.**  
**Three class hours each week. Three credits.**

**205 DEVELOPMENTAL PSYCHOLOGY** *Fall*

An introduction to the basic principles of human growth and development. Topics will include a history of the field, research methods, genetic and environmental determinants of behavior, prenatal development, the development of language, intelligence and personality.

**Prerequisite: Psychology 101.**  
**Three class hours each week. Three credits.**

**207 APPLIED PSYCHOLOGY** *Not offered in 1983-84*

A survey of current areas where scientific psychology is applied. Major areas of study will include personnel work, human factors, engineering, consumer psychology and environmental psychology.

**Prerequisite: Psychology 101.**  
**Three class hours each week. Three credits.**

**213-215 EXPERIMENTAL PSYCHOLOGY** *Two semesters*

An introduction to the techniques of contemporary psychological research. The course combines research methods and statistical analysis. The course emphasizes experimental research, although other kinds of research are considered. The first semester covers the logic and analysis of one and two-factor experiments. The laboratory consists of brief demonstration experiments.

In the second semester, more attention is given to non-experimental (correlational) approaches to

research. In addition, measurement of thresholds and psychological scaling are covered. The laboratory is devoted primarily to research projects designed and carried out by small groups of students.

**Prerequisite: Psychology 101.**  
**Three class hours and one 2-hour laboratory each week (FALL).**  
**Three class hours and one 1-hour laboratory each week (SPRING).**  
**Four credits each semester.**

**303 PERCEPTION** *Fall*

An introduction to visual and auditory perception in humans. Topics such as color vision and depth perception will be discussed in terms of both sensory coding in the nervous system and the experiences of the perceiver. Demonstrations of many basic perceptual phenomena will be integrated with course lectures.

**Prerequisite: Psychology 101.**  
**Three class hours each week. Three credits.**

**305 SOCIAL PSYCHOLOGY** *Fall*

A survey of the methods, and concepts used in the study of individuals in groups. Topics included are attitudes, social norms, group dynamics, leadership, social conflict, social movements, groups and organizations.

**Prerequisite: Psychology 101.**  
**Three class hours each week. Three credits.**

**308 PSYCHOLOGY OF LEARNING** *Spring*

A survey of the field of animal learning including classical and instrumental conditioning, the parameters of reinforcement, generalization, discrimination, transfer and extinction. Includes laboratory work with animals in operant chambers.

**Prerequisites: Psychology 213-215.**  
**Three lectures and one two-hour laboratory each week. Four credits.**

**309 PHYSIOLOGICAL PSYCHOLOGY** *Fall*

A survey of neuroanatomy, neurophysiology and investigations into areas of sleep, hunger, thirst and sexual behavior. Laboratory work includes exercises correlated with the lecture content.

**Prerequisite: Psychology 101.**  
**Three lectures each week will earn three credits. An additional, optional, 2-hour laboratory each week will earn four credits.**

**311 SYSTEMATIC PSYCHOLOGY** *Spring*

A survey in depth of the chief historical and contemporary psychological schools of thought. Topics included are: structuralism, functionalism, behaviorism, Gestalt psychology, psychoanalysis and contemporary systems and theories in sensation, perception, learning, motivation, emotion, and social psychology.

**Prerequisite: Psychology 101.**  
**Three class hours each week. Three credits.**



### 313 PERSONALITY

Fall

A survey of major theories of personality.

**Prerequisite: Psychology 101.**

**Three class hours each week. Three credits.**

### 315 ABNORMAL PSYCHOLOGY

Spring

The origin, characteristics and treatment of the behavior disorders, including minor maladjustments and major neuroses and psychoses.

**Prerequisite: Psychology 101 and 313.**

**Three class hours each week. Three credits.**

### 321 PSYCHOLOGICAL ASSESSMENT

Fall

An introduction to psychological measurement as a standardized method of obtaining information about group and individual behavior. The course is designed to provide the student with a firm background in modern ability, interest and personality assessment. Students will take and evaluate a variety of tests.

**Three class hours and one two-hour laboratory each week. Five credits.**

### 331 COGNITIVE PSYCHOLOGY

Spring

A survey of the research and theories in human cognition. Topics covered will include attention, memory, psycholinguistics and thinking. The functioning of the mind as an active processor of information will be stressed. The optional laboratory will involve experiments in the various areas of Cognitive Psychology.

**Prerequisite: Psychology 101.**

**Three class hours each week. Three credits. Optional laboratory, one credit.**

### 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY

Spring

For students desiring an advanced treatment of selected topics of current interest to developmental psychologists. Emphasis will be given to the determinants of personality and social behavior.

**Prerequisites: Psychology 101, 205 and junior or senior standing.**

**Three class hours each week. Three credits.**

### 403 DRUGS AND BEHAVIOR

Fall

A survey of basic drug effects on behavior. Topics included are: neuropharmacology, behavioral pharmacology, endocrine pharmacology, the influence of drugs on learning and memory.

**Prerequisite: Psychology 101.**

**Three class hours each week. Three credits.**

### 406-408 SENIOR HONORS

For qualified seniors interested in experimental, field or library research in a topic to be jointly decided upon by the student and a faculty sponsor.

**Prerequisite: Senior standing and permission of the department chairperson. Meetings and credits to be arranged.**

### 410-411 SENIOR SEMINAR

Fall and Spring

A review and discussion of current topics in the field of psychology. The student will be expected to do independent reading in journals, to prepare and present it orally for discussion by the group.

**Prerequisite: Senior standing and permission of the instructor.**

**Two meetings each week. Three credits.**

## DEPARTMENT OF RELIGIOUS STUDIES

Dr. Joseph Kroger, Chairman; Berube, Bryan, Couture, McLaughlin, Tilley; Lecturer: Wall.

Religious Studies are offered in keeping with the general objectives of Saint Michael's as a Catholic liberal arts college, that is, to study systematically the meaning and relevance of Christian beliefs. An understanding of religion and its historical significance is essential for an education which claims to be liberal. We also aim to develop in students of any persuasion an appreciation of other significant religious beliefs. Finally, these studies are very useful in understanding the pattern of Western Civilization, and thus, of oneself.

**All students:** Every student is required to take at least six credits (two courses) in Religious Studies. The student may fulfill this requirement at any time during the four years, although students usually do this at the beginning. The first course will be a 100 course, i.e., Introduction to the New Testament or Introduction to Christianity. These two courses are offered every year.

The second course will be in the 200 series for which a 100 course and sophomore standing is prerequisite.

After these requirements are satisfied, the student may choose electives from a wide variety of courses which the department offers. Such courses can be found in the 300 series for which there is a 100 and a 200 course prerequisite. Students may also take other 200 courses as electives according to the room available.

Some courses may have their own prerequisites: e.g. 212.

**Students in the Religious Studies Concentration:** Beyond the reasons given above, the concentration in Religious Studies provides students with the opportunity for more extensive and intensive exploration of the Christian experience and the traditions of other religions. In the context of the College's overall curriculum, the Religious Studies concentrator is able to deepen and expand his understanding of the religious dimension of life, both culturally and personally. It is also an excellent focal point for liberal arts and mental discipline. It can also serve as a preparation for Christian action (e.g. Christian education) or for graduate studies.

**Concentrators in Religious Studies must take the following:**

A. In Religious Studies, ten courses, two of which are required and eight are elective.

The two required courses are: *Introduction to the Old Testament* and *Introduction to the New Testament*. Five of the elective courses must be chosen from the 200 level, two of which must be along Catholic doctrinal lines and three must be chosen from the 300 level, one of which must be in a religion other than Christianity. A senior seminar (RS 410) in an area designated by the department is also required.

B. In Philosophy, students will take *Introduction to Philosophical Problems* and a two hundred level course.

C. In Natural Sciences, students will follow the requirement for all students (six credits).

D. In Social Science, six credits chosen from Psychology, Sociology, Political Science, and Economics.

E. In Humanistic Studies fifteen credits chosen from the various humanities fields.

N.B. 100 and 200 language courses do not satisfy this requirement. Those students who expect to go on to graduate school should study German, French, and in some instances, Latin, Greek and Hebrew. These language courses, however, will not be counted among the 10 required courses.

Following is a list of all the courses. The 100 courses are offered every semester; 200 courses are offered every other year; most of the 300 courses are offered every third year.

## 100 INTRODUCTORY COURSES

### 110 INTRODUCTION TO THE NEW TESTAMENT *Fall and Spring*

The historical, social and religious background of the first century. Survey of New Testament literature especially of the Gospels and Epistles. Life of Jesus of Nazareth.

*Every year. Staff.*

*Three class hours each week. Three credits.*

**RELIGIOUS STUDIES CORE COURSE.**

### 120 INTRODUCTION TO CHRISTIANITY *Fall and Spring*

A discussion of the Christian Creed, its foundations, meaning, and implications for Christian life, as interpreted by contemporary Catholic theologians.

*Every year. Staff.*

*Three class hours each week. Three credits.*

**RELIGIOUS STUDIES CORE COURSE.**

## 200 INTERMEDIATE COURSES

### 210 INTRODUCTION TO THE OLD TESTAMENT *Fall and Spring*

The religious literature of ancient Israel is studied against the background of history, archaeology and literary analysis. Theological insights of God, man, history, etc., are emphasized.

*P. Couture*

*D. Bryan*

*Prerequisite: 100 level course and sophomore standing.*

*Three class hours each week. Three credits.*

**RELIGIOUS STUDIES CORE COURSE.**

### 212 WHO WAS JESUS? (CHRISTOLOGY)

*Not offered in 1983-84*

Th claims of Jesus before the Resurrection, e.g., in his actions, words and titles such as Messiah and Son of God. What the early New Testament Church said about Jesus after the Resurrection. What the early Christian Fathers said. What some modern theologians say. This course gives students the opportunity to deepen knowledge of the New Testament especially about the Gospels after they have taken the introductory survey.

*P. Couture*

*Prerequisite: Religious Studies 110 or 215 or New Testament course and sophomore standing.*

*Three class hours each week. Three credits.*

**RELIGIOUS STUDIES CORE COURSE.**

### 214 SAINT PAUL

*Not offered in 1983-84*

The New Testament survey only introduces Paul. The present course deepens our knowledge of Paul. The life of Paul, his letters, his theology. Open not only to students who have already had a New Testament course but also those who did not have a chance to take a Scripture course in their first year.

*P. Couture*

*Prerequisite: a 100 course and sophomore standing.*

*Three class hours each week. Three credits.*

**RELIGIOUS STUDIES CORE COURSE.**



**215 MATTHEW, MARK,  
LUKE, JOHN** *Fall 1983*

We shall read and study the Bible itself, not books *about* the Bible although we shall use a commentary. We shall study *one* of the above Gospels in detail. Open not only to students who wish to deepen their knowledge of the New Testament but also to those who did not have a chance to take a Scripture course in their first year.

**P. Couture**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

**216 EARLY CHRISTIAN  
AUTHORS** *Spring 1984*

The thought of early Christians, from New Testament times to the fourth century. Documents probed through literary analysis and in the light of perennial human questions.

**D. Bryan**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

**218 THE CHURCH** *Fall 1983*

The nature and mission of the Church as understood by Vatican II and representative modern theologians and as the major issue of contemporary ecumenical dialogue.

**R. Berube**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

**220 GRACE AND THE  
HUMAN CONDITION** *Not offered in 1983-84*

A study of the Christian understanding of the human condition and God's grace; human nature created, fallen and transformed; the self, society, and historical drama; image of God and images of man.

**J. McLaughlin**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

**222 SYMBOL AND SACRAMENT** *Not offered in 1983-84*

A study of the nature of Christian ritual in terms of its foundations in human experience, primitive religious symbolism, the Incarnation, and the sacramental nature of the Church.

**R. Berube**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**



**223 CHRISTIAN MARRIAGE** *Spring 1984*

A theological investigation of marriage as a secular and sacramental reality, based on an examination of marriage in Scripture and in the history of Christian theology and practice.

**R. Berube**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

**224 THEOLOGY OF GOD** *Fall 1983*

A systematic study of the Christian doctrine of God. Foci may include God's attributes, triune nature, influence on the world, responses He evokes from people, etc. Ancient and modern authors will be read.

**D. Bryan**

**T. Tilley**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

**226 WORK, CAPITAL  
AND GOD** *Spring, 1984*

A study of the meaning of work and its relationship to capital in the light of the Christian faith and different socio-economic systems.

**J. McLaughlin**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

**228 CHRISTIAN BIOETHICS** *Not offered in 1983-84*

A consideration of selected topics in the field of contemporary medical-moral problems, this course will focus on five major areas of bioethical concern: Genetics, Abortion, Euthanasia, Human Experimentation, and the Allocation of Scarce Resources. The religious and moral aspects of these problems will be explored with an emphasis upon the Christian perspective.

**J. Kroger**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

### **230 FAITH AND CONTEMPORARY THEOLOGY** *Spring 1984*

A study of contemporary critical reflection on the meaning, truth and social relevance of Christian faith. Focus will be on the major work of three or four selected theologians, e.g. Schillebeeckx, Metz, Gutierrez.

**J. Kroger**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

### **232 PROCESS THEOLOGY** *Not offered in 1983-84*

An application of the contemporary process thought of Alfred N. Whitehead to the Christian faith. This course will consider the relevance of process philosophy for an understanding of traditional Christian belief in: God, Jesus Christ, Grace, Sacraments, Immortality, and other current theological concerns.

**J. Kroger**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

### **234 CHRISTIAN ETHICS** *Fall 1983*

Christian character and conduct: what does it mean to be a Christian, to live in Jesus Christ? The course will examine some underlying themes of Christian ethics: beliefs and behavior, sin and grace, transformation and fulfillment, freedom and responsibility, conscience and authority, virtues and vices, love and justice. Various contemporary moral issue will be considered in light of these themes.

**J. McLaughlin**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

### **236 CHRISTIAN SOCIAL ETHICS** *Spring 1984*

An examination of the interactions of Christianity by various social systems, resources of Christianity for social justice, critical and constructive view of Christianity in the modern world.

**J. McLaughlin**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

### **238 MODERN CATHOLIC THOUGHT** *Fall 1983*

A study of some central theological issues, e.g. church-state relations, development of doctrine, authority in the church, biblical criticism, as these issues have developed in the modern era.

**T. Tilley**

**Prerequisite:** a 100 course and sophomore standing.

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

### **240 MODERN PROTESTANT THOUGHT** *Not offered in 1983-84*

A study of the historical development of modern Protestant Theology. The course will emphasize the key theological turns of Protestant thinking during this period.

**T. Tilley**

**Prerequisite:** a 100 course and sophomore standing

**Three class hours each week. Three credits.**

**RELIGIOUS STUDIES CORE COURSE.**

## **300 ADVANCED COURSES**

### **302 LITERARY ANALYSIS OF THE OLD TESTAMENT** *Not offered in 1983-84*

Clarification of the Bible's meaning is sought through structural analysis of the many sorts of literature in the Old Testament.

**D. Bryan**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **304 PROPHECY AND APOCALYPTIC IN ISRAEL** *Not offered in 1983-84*

A study of the way in which Hebrew insights as to the meaning of life are expressed poetically and politically by the prophets and the later apocalyptic writers.

**D. Bryan**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

### **312 DEATH, RESURRECTION, IMMORTALITY** *Not offered in 1983-84*

Death in recent study and literature, immortality in various cultures and among various thinkers. Resurrection or afterlife in Christianity and some other religions.

**P. Couture**

**Prerequisite:** a 100 and a 200 course.

**Three class hours each week. Three credits.**



### **317 INTRODUCTION TO JUDAISM** *Spring 1984*

Presents the basic elements of ancient Medieval, and Modern periods of Jewish life and experience, as well as an examination of the way the Jewish tradition has functioned in the past and how it is perceived today.

**M. Wall**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

### **320 ANCIENT NEAR EASTERN RELIGION** *Not offered in 1983-84*

The course investigates sympathetically and critically the religious thought-world of ancient Mesopotamia, Canaan and bordering desert regions. Method used: reading ancient texts in translation.

**D. Bryan**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **323 HINDU RELIGIOUS THOUGHT** *Spring 1984*

An introduction to Hinduism, this course will explore the religious and philosophical foundations of Indian thought. Hindu traditions and spirituality will also be examined. Emphasis will be given to the central role of the Vedanta and Sankya Yoga schools of thought.

**J. Kroger**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **325 BUDDHIST RELIGIOUS THOUGHT** *Not offered in 1983-84*

An introduction to Buddhism, this course will explore the religious and philosophical foundations of Hinayana and Mahayana. Buddhist traditions and spirituality will also be examined. Emphasis will be given to the central role of the Madhyamika and Zen schools of thought.

**J. Kroger**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **328 DOES GOD EXIST?** *Spring 1984*

A course for searchers or for those interested in the roots of modern secularism. Some find belief difficult or impossible because of the findings of modern science (evolution, psychology, and history). We shall examine the case against belief in such men as Marx, Nietzsche and Freud . . . and the case for belief in such theologians as Rahner, Kung and others.

**P. Couture**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

### **334 FAITH AND IMAGINATION** *Fall 1983*

This course considers the role of mythic imagination in religious faith, from perspectives of literary criticism, comparative literature, and theology. Topics may include: Christian analogues to themes in primitive mythology, the religious vision in the "myths" of J.R.R. Tolkien and C.S. Lewis, literature as reflecting the situation of faith in a culture, and the role of metaphor and story in shaping Christian faith experience.

**D. Bryan**

**R. Berube**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

**HUMANITIES CORE COURSE.**

### **336 ISSUES IN PHILOSOPHICAL THEOLOGY**

*Not offered in 1983-84*

An in-depth study of one central controversial issue in current philosophical theology. Issues will vary from year to year, but may include "religious experience," etc.

**T. Tilley**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

### **338 ST. AUGUSTINE**

*Not offered in 1983-84*

A study of St. Augustine's theology, through a reading of some of his major works (in translation) against the backgrounds of his own life and times.

**J. McLaughlin**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

### **340 FORMING THE SERVANT CHURCH** *Not offered in 1983-84*

A discussion of basic issues in the theology and praxis of Christian Initiation, catechesis, and ministry in and by the Christian community, with special concern for the life of the parish. Primarily for concentrators.

**R. Berube**

**Prerequisites:** a 100 and a 200 course.

**Three class hours each week. Three credits.**

## **400 CONCENTRATORS ONLY**

### **410 SENIOR SEMINAR** *Spring 1984*

Directed reading and discussion of a selected topic in Christian Theology — a theological area, problem or thinker designated by the instructor. The seminar will provide the opportunity for student research and for the presentation of the results of that research for discussion, evaluation and critique.

**D. Bryan**

**Open to Religious Studies Concentrators only.**

**Three class hours each week. Three credits.**

# DEPARTMENT OF SOCIOLOGY

Dr. William R. Garrett, Chairman: Bolduc, Maher.

The discipline of sociology provides such knowledge of social phenomena as can be obtained by the use of empirical methods. While it is hardly the only means of approaching and understanding of these matters, the analytical perspective of sociology does provide insights into the nature of the distribution of power and wealth, the sources of group conflict and social turmoil, the basis of social cohesion, and the factors contributing to social change, among other subjects.

It is not the goal of sociology, as an undergraduate discipline, to prepare students for a specific occupation. In keeping with the liberal arts tradition, it aims to provide an awareness of the complexity of social life, a tolerance of diversity, and an impatience with complacency. It does provide an analytical perspective that is used in any of the careers which are usually entered by graduates of liberal arts colleges. It is also suitable preparation for graduate work in sociology and related fields.

*Required of Concentrators: 36 semester hours which must include Sociology 201, 203, 301, 310 and 410. Concentrators are strongly urged to complete at least the 203-205 level of a modern language. Students planning to do graduate work should bear in mind that familiarity with a foreign language is usually required. In addition, concentrators are advised to elect courses in Psychology, History, Economics, and Political Science.*

## 201 INTRODUCTORY SOCIOLOGY

*Fall and Spring*

This course is designed to introduce the student to sociological analysis. It will include an examination of population, social stratification, community organization, economic, political and religious institutions.

*Three class hours each week. Three credits.*

**SOCIAL SCIENCE CORE COURSE.**

## 203 RESEARCH METHODS

*Fall*

The purpose of this course is to give the student an awareness of the techniques that are used to gather the data on which sociological generalizations rest. This course is intended primarily for concentrators, but it is not reserved for concentrators.

*Three class hours each week. Three credits.*

## 205 SOCIAL PROBLEMS

*Spring*

An investigation of the complex nature of many contemporary social issues.

*For Non-concentrators.*

*Three class hours each week. Three credits.*

**SOCIAL SCIENCE CORE COURSE.**

## 301 FOUNDATIONS OF SOCIOLOGICAL THEORIES

*Fall*

A survey of the classical European theorists in the development of sociology.

*Three class hours each week. Three credits.*

## 302 CONTEMPORARY SOCIOLOGICAL THEORY

*Not offered in 1983-84*

A continuation of Sociology 301, with major emphasis on American theories and on the sociology of knowledge.

*Three class hours each week. Three credits.*

## 303 THE FAMILY

*Fall*

The family as a social institution; its internal organization and formation in the past and in the present. Special emphasis will be placed on problems affecting the American family.

*Three class hours each week. Three credits.*

## 305 POPULATION ANALYSIS

*Fall*

This course will be concerned with population size, distribution, and composition, and the relationships between these factors and economic and political conditions. Particular attention will be paid to "underdeveloped" areas of the world, the resource "crisis" and ecological problems.

*Three class hours each week. Three credits.*





**307 SOCIOLOGY OF EDUCATION**  
*Not offered in 1983-84*

An exploration of various aspects of the educational enterprise. Recent research and writings will be emphasized. Professionalism, the testing movement, societal inequalities, educational opportunities and financing controversies will be among the subjects considered.

**Three class hours each week. Three credits.**

**310 DIRECTED READING IN SOCIOLOGY**  
*Two semesters*

The objective of this course is to help the concentrator to become acquainted with the leading books and the recognized authorities in the field of sociology.

**Reserved for concentrators.  
One meeting each week. Three credits each semester.**

**317 SOCIAL INEQUALITY**  
*Spring*

An examination of inequalities in wealth, power, and privilege in the United States and other nations.

**Three class hours each week. Three credits.**

**319 SOCIOLOGY OF POLITICS**  
*Fall*

An analysis of the social bases of politics. Social movements of various sorts (civil rights, independence, separatist, etc.) as well as electoral behavior will be considered.

**Three class hours each week. Three credits**

**321 ETHNIC AND MINORITY GROUPS**  
*Not offered in 1983-84*

An examination of one of the basic sources of cleavage in the United States and other countries.

**Three class hours each week. Three credits.**

**323 URBAN SOCIOLOGY**  
*Spring*

An examination of the origin, growth, and development of the specifically urban local community in a world perspective. Major areas of concern will include slums, suburbs, human ecology, social problems and general social organization.

**Three class hours each week. Three credits.**

**325 SYMBOLIC INTERACTION**  
*Spring*

An examination of the symbolic nature of social life on both the face-to-face level of interaction as well as the cultural level.

**Three class hours each week. Three credits.**

**403 CRIMINOLOGY**  
*Fall*

An examination of criminal and deviant behavior in society and the response of society to this behavior.

**Three class hours each week. Three credits.**

**407 AMERICAN SOCIETY**  
*Not offered in 1983-84*

An exploration of various writings that illuminate the basic nature of the society.

**Three class hours each week. Three credits.**

**409 SOCIOLOGY OF RELIGION**  
*Not offered in 1983-84*

An analysis of the function of religion in society according to the interpretation of major sociological theorists. Special emphasis will be placed on the contemporary crisis in belief.

**Three class hours each week. Three credits.**

**410 SENIOR RESEARCH**  
*Two semesters*

Drawing on their work in earlier courses, students will conceive, design, and execute a research project.

**Reserved for concentrators.  
Three credits each semester.**

**411 RELIGION IN AMERICAN LIFE**  
*Not offered in 1983-84*

An historical and sociological analysis of American religion and its influence on our culture.

**Three class hours each week. Three credits.**

**499 SOCIOLOGICAL RESEARCH IN A FRENCH COMMUNITY: THE IMMIGRANT WORKERS IN THE PARIS REGION**  
*January*

This course is an empirical research project investigating the social plight of immigrant workers who have entered the Paris region, particularly over the last two decades. The research, conducted by the class under the supervision of the instructors, is carried out in Paris and the surrounding suburbs. A seminar precedes each day's activities. During this time, questions are focused for subsequent investigation, data are shared among project members, and assignments for research are established. A typical day, then, begins with breaking up the larger group into small teams for visits to embassies, French government offices, social workers, union and political party leaders, ethnic associations, and so forth. At the end of the course, each team member selects one aspect of the larger immigrant workers problem for a brief, but in-depth analysis.

The course objective is to familiarize students with a major social problem in European societies; to acquaint students with the methods and problems of gathering and interpreting research data; and to conduct cross-cultural analyses which compare structural similarities and dissimilarities between a foreign society and American society.

# GRADUATE PROGRAMS

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## MASTER OF EDUCATION (M.Ed.)

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The Master of Education Degree program at Saint Michael's College is designed for those interested in teaching or administration at the various levels of public and private education. Our program seeks to provide opportunities for personal growth in three areas: 1) personal development, 2) improvement of teaching and/or administrative skills, and 3) development in professional knowledge. To accomplish this in a very personal and individual manner responding to the unique needs and goals of each student, a very close student-advisor relationship is recommended to facilitate the student's individualized program of study.

For the past quarter century Saint Michael's has offered graduate degree programs in Education. At the present time we offer the Master of Education (M.Ed.) Degree with concentrations in Reading, Curriculum Development, Administration, Adult Education, Special Education or Computers. It is also possible to design an individualized program, a generalist sequence of courses designed to meet each student's individual needs.

It is possible to obtain various Vermont Education Department Certifications by following specific course sequences. These certification programs are:

- Reading Teacher
- School Principal
- Secondary Teacher
- Consulting Teacher/Learning Specialist

Upon completion of these certification programs, students may opt to conclude course requirements for the M.Ed. degree.

The program is humanistically oriented and places much of the responsibility for learning on the student. While each individual faculty member has his/her own philosophy, we do share some basic tenets. As educators we feel we must exhibit a trust in human beings, a trust that encompasses a willingness to accept the outcome of self-directed, self-actualizing processes, and faith that people can successfully cope with the new demands of the future.

## TEACHING ENGLISH AS A SECOND LANGUAGE

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Saint Michael's offers three programs in Teaching English as a Second Language: a Master of Arts in Teaching English as a Second Language, an Advanced TESL Certificate Program, and a six-week Summer Institute in TESL. The TESL Programs are designed for prospective or experienced teachers of English as a Second Language. For the prospective TESL teacher, the Programs provide foundations in TESL as well as a rounded view of the field; and for the teacher who has taught ESL, the offerings furnish an opportunity for upgrading skills and for growth and enrichment of educational and cultural backgrounds.

## THEOLOGY AND PASTORAL MINISTRY

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This program started in 1962 and has a long and successful record. Courses are divided into core, concentration and elective groups. The **core** is basically theological: Scripture, Systematics, Moral Theology and Liturgy. A wide choice in courses is allowed. The **concentrations** are: M.A. in Religious Education, M.A. in Pastoral Ministry and Spirituality, M.A. in Scripture, M.A. in Theology. There is a fairly wide choice of **electives** to allow students to choose their courses to fit their needs. Two certificates are also offered: A Graduate Certificate (pre-degree) and a Certificate of Advanced Specialization (post-degree). Specifics are spelled out in a special brochure which is available upon request.

The **Graduate Certificate** is designed for students whose employment requires that they get some background but not necessarily a degree. Also for students who do not wish a degree.

The **M.A. Degree in Religious Education** is designed to prepare students for teaching religion at the elementary and secondary school level, for those involved in adult education, for coordinators or directors of religious education, and for those seeking renewal or some continuing education and formation.



The **M.A. Degree in Pastoral Ministry and Spirituality** is designed particularly for those in the ministerial areas such as counseling, youth work, adult work, work in hospital, work with the sick, retreats and parish ministry.

The **M.A. Degree in Scripture** is appropriate for those students who wish to deepen their background in this area, for those who teach, for those who wish to take this approach to spirituality and for several other areas of interest.

The **M.A. Degree in Theology** is designed for the same groups as the M.A. in Religious Education but especially for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

The **Certificate of Advanced Specialization (C.A.S.)** is a post-degree certificate. It provides advanced training beyond the master's level. It is designed for those students who have graduated at least three years previously and wish to up-date their skills, their fields, or acquire new ones.

Courses are available in Summer Session only. They may be taken for a degree, as special courses (credit but no degree desired), for audit or for one of the certificates.

## MASTER OF SCIENCE IN COUNSELING

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The Master of Science degree program in Counseling has as its primary objective the training of professional counselors to meet the needs of the community. It is designed to promote the personal and professional growth of its students, thereby assuring community agencies a constant and reliable source of counselors trained to guide clients through personal crises and conflicts.

Applicants to the program will be evaluated prior to admission for appropriate intellectual and motivational resources through an examination of undergraduate courses and grades, and letters of recommendation. All students selected will be admitted provisionally and will be re-evaluated for degree candidacy after completion of nine (9) semester hours of graduate course work. This evaluation will stress both academic potential and personal characteristics consistent with the requirements of a professional counselor. In order to aid the staff in this evaluation, all students entering the program will be required to select from a limited list of courses for the first semester of matriculation.

The Counseling Program at Saint Michael's does not stress any particular specialty in counseling. The goal is to provide the student with a broad base of knowledge and skills in the general area of counseling. The program is also designed to provide the interested student with a firm background for further graduate work beyond the Master's Degree.

We have spared nothing to make the program at Saint Michael's both academically sound and practical. The course work is based on theory and research in general and abnormal psychology, with a strong emphasis on the application of principles to the profession of counseling. Graduates will be thoroughly prepared to assume professional responsibilities in any area of specialization within counseling.

## MASTER OF SCIENCE IN ADMINISTRATION

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This graduate degree program is designed to offer individuals opportunities for personal development in those knowledge and skill areas that are required to fulfill administrative responsibilities in government, industry, education, and public service. The premise of this program is that the fundamental skills of administration are highly interchangeable between the public and private sectors. Moreover, the present and likely continuing interdependence of government and business makes the understanding of these two related endeavors essential. The program is designed for students who are already working full time. Toward that end classes are scheduled in the evening and on weekends. Beyond this, the program, in both faculty and curriculum, stresses practical application.

For further information about any of these programs write or call: Dean, Graduate Studies and Continuing Education, Saint Michael's College, Winooski, Vermont 05404, Telephone (802) 655-2000, ext. 2577.

# COLLEGE POLICIES

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The Act states that students, and parents of dependent students, can have access to their educational records and at the same time the Act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's community to understand the provisions of the Act as they apply to Saint Michael's College.

### ***I. College Policy on Student Access to Educational Records***

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five days from the date of the written request. Educational records include academic records, confidential letters and statements.

Records not covered by the Act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by a student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification and to use good judgment as to the time and work problems of the office in which the records are maintained.

Students may request copies of any educational record at the cost of \$1.00 for the first page and 10¢ for each additional page per request.

### ***II. College Policy on Release of Confidential Records***

The college will not release any educational record concerning any student or former student, unless a written statement authorizing such a release is received from the student or former student. Exceptions to this policy are:

1. Faculty and staff members having legitimate educational interests in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements of administration of the Financial Aid Program.
4. Accrediting organizations in carrying out their accrediting function.
5. Parents of a dependent student.
6. Directory information (See III, below).
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed.
8. In an emergency situation involving the health or safety of the student or other persons.

The college will advise all recipients of student records that only authorized persons may see the records. Each college office will keep a record of all individuals requesting or receiving student records excepted as noted in item 1, above.





**III. Directory Information**

The college will, in the course of the school year, release to the public certain information regarded as directory data. If a student desires this information not be publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information."

Name and Address	Height/Weight
Telephone Number	(athletic team members)
Date/Place of Birth	Dates of Attendance
Academic Concentration	Degrees and Awards
	Previous School Attendance

**IV. Hearings**

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for course work except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a

record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the coordinator of the Family Educational Rights and Privacy Act of 1974 a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The coordinator will appoint an impartial college official who will conduct a hearing within 45 days of the written request. The results of the hearing will be transmitted in writing to the student and all other parties involved. The student may appeal the decision to the president of Saint Michael's College. The president's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.

**COLLEGE HISTORY**

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Saint Michael's College was opened in 1904 by the Fathers of the Society of St. Edmund, a religious congregation organized in France in 1843 and active in education since 1875. Having come to the United States in the late nineteenth century, the Edmundites founded the College in Winooski Park, Vermont, near Burlington and between Lake Champlain and the Green Mountains.

The College was combined with a high school in those early years. In 1931, however, the high school was discontinued. During these years the College itself was growing slowly and by World War II had reached an enrollment of about 250 students.

**AFTER WORLD WAR II**

After the War the College expanded rapidly toward its present enrollment of about 1550 students. To accommodate the increased numbers, the College administration transported to the campus a large number of wooden buildings from Fort Ethan Allen, a nearby military post. These have since been replaced with permanent structures.

In the years after World War II, the faculty and administration also developed the program of studies known as the "Saint Michael's Plan." This featured a core of courses in Philosophy, Theology, English, Humanities (Literature and History), and the Sciences, which all students had to take. The Saint Michael's Plan, in addition, required each student to concentrate in one subject but it also allowed him to elect a number of courses according to his own interests. The purpose underlying the Saint Michael's Plan was the intellectual growth of the students. In working toward this goal the College authorities also sought to develop men whose values were formed according to the principles of Catholicism.

**IN THE SEVENTIES**

Saint Michael's College underwent further changes recently which made the 1970's a new phase in its history. One of the most important changes was a new relationship between the College and the Edmundites.

The Edmundites, through most of the College's history, provided its administrative officers and many of its faculty. Edmundite expansion into missionary work in the



southern United States, in South America, and in Canada, however, has absorbed many of their men. For the welfare of the College they made provision, therefore, that the president of Saint Michael's College need no longer be exclusively an Edmundite. As a result, Dr. Bernard L. Boutin, a layman, became president in June 1969. The President now is Dr. Edward L. Henry, Ph.D., an outstanding educator and second lay President in College history. He is, of course, responsible to the Board of Trustees, at least half of whom must be Edmundites. Their influence in the operation of the College has thus been preserved.

The Saint Michael's Plan of Studies was also changed. By vote of the faculty the core curriculum, as of September 1971, was discontinued. In its place, students were required to elect a stated number of courses from specified areas of study. The courses themselves were specified. Saint Michael's College nevertheless remained dedicated to education in the liberal arts since the disciplines represented in the core curriculum were also represented in the Distribution requirement.

## ON TO THE EIGHTIES

The beginning of a new decade heralded a further review of the curriculum at Saint Michael's. As a result of lengthy study by the faculty, a restructured "CORE" curriculum was instituted in the 1982 academic year.

An effort aimed at improving our library

resources has resulted in a 29 percent growth in our library holdings during the past five years.

Recent years have witnessed a spurt of construction on campus.

The Bergeron Education Center has provided additional faculty office and classroom space while the construction of Hodson Hall and the Townhouse Apartments has provided additional housing for students. These residences have also offered students the opportunity to live in small, independent group situations.

As the decade of the eighties progresses, Saint Michael's College looks forward to facing the challenges presented in a confident, optimistic manner.

The growth characterizing the 1970's has spilled over into the first years of the decade of the 80's. The decade opened with the opportunity for introspection through the self-study required for reaccreditation by the New England Association of Schools and Colleges. That reaccreditation granted for ten years, a gesture of confidence received by only fifteen of the twenty-nine institutions reaccredited that year, planning for the future continues full speed.

Recent years have been devoted to a study of the curriculum and the institution of a solid group of core course requirements for students in all concentrations. A new concentration in Computer Science has been introduced for students interested in either business applications or a scientific approach.



## BOARD OF TRUSTEES

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Rev. Richard N. Berube, S.S.E.  
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Mr. Norman Sarkisian  
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Howard T. Von Oehsen  
Mr. Donald Walsh, Esq.

## ADMINISTRATIVE OFFICERS

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### *President*

*Vice-President for Academic Affairs*  
*Vice-President for Fiscal Affairs*  
*Vice-President for Institutional Advancement*  
*Vice-President for Operations*  
*Vice-President for Planning and*  
*Assistant to the President*  
*Vice-President for Student Affairs*  
*Dean of Admissions*  
*Dean of Graduate Studies and*  
*Continuing Education*  
*Director of Grants*  
*Director of Administrative Services*  
*Director of Alumni*  
*Director of Athletics*  
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*Director of Computer Services*  
*Director of Continuing Education*  
*Director of Development*  
*Director of Financial Aid*  
*Director of Health Services*  
*Director of International Student Program*  
*Director of the Library*  
*Director of Media Services*  
*Director of Personnel*  
*Director of Public Information*  
*Director of Purchasing*  
*Director of Housing*  
*Director of Safety & Security*  
*Director of Special Events & Programs*  
*Director of Student Activities*  
*Director of Student Resource Center*  
*Registrar*

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Ronald H. Provost, Ph.D.  
Ernest A. Guilmain  
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Jane P. Campbell, R.N.  
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Joseph T. Popecki  
Paul S. Massie  
Patricia Slattery  
Buff Lindau, Ph.D.  
Jean S. Mobbs  
Joseph Snee  
Donald R. Sutton  
Lawrence T. Burns  
Jennifer F. Cernosia  
David Landers  
Maureen A. McNamara

# INSTITUTIONAL ADVANCEMENT

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## THE ANNUAL FUND

Saint Michael's College is extremely appreciative of the financial support of alumni, parents and friends. The College boasts of alumni giving in excess of 41% of the alumni body which annually qualifies the College for a grant of \$30,000 from the New England Colleges Fund.

Friends of the College have been most generous. The Vincent C. Ross Sports Center, Michael and Margaret McCarthy Arts Center, Bergeron Education Center and Hodson Hall represent gifts totaling close to \$5 million from four trustees of the College.

Saint Michael's College placed first in the nationwide 1981 Alumni Giving Incentive Awards Program sponsored by the **U.S. STEEL FOUNDATION** and **THE COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION**. The College competed with thirty-four finalists (1500 entrants) for the best four-year record in Sustained Alumni Giving in the category of colleges with less than 10,000 alumni.

To maintain high standards of academic excellence, the College is dedicated to building strong student scholarship and faculty endowment programs. Besides The Annual Fund, the College offers a complete estate planning service.

## THE JEREMIAH T. PURTILL CHAIR OF CATHOLIC STUDIES

Established in 1976, the purpose of this fund is to finance a Chair in Catholic Studies (Scripture or Systematics) at Saint Michael's, protecting the Catholic nature of the College, as well as its teaching ministry.

## THE EDMUNDITE FUND FOR CATHOLIC STUDIES AND MINISTRY

Established in 1978 by the Society of Saint Edmund, the purpose of this fund is to promote and foster the growth of our Catholic faith and to minister to the spiritual needs of our student body. The trust fund is supervised by the Superior General of the Society of Saint Edmund, the four Councilors of the Society and the President of the College who meet annually to consider projects such as campus ministry, scholarships, retreats, theology courses and workshops.

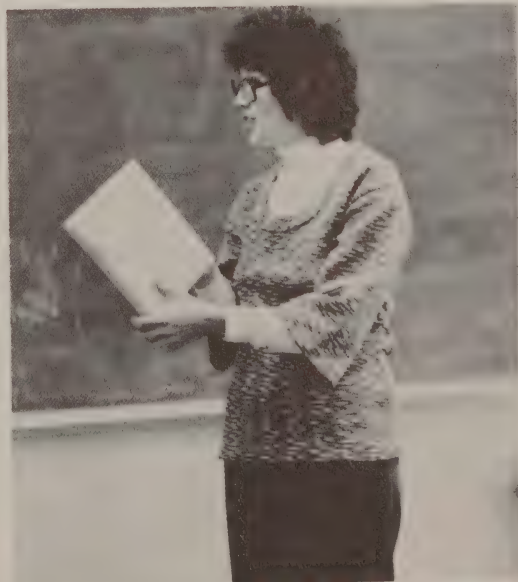
For more information please contact:

Vice-President for Institutional Advancement  
Saint Michael's College  
Winooski, Vermont 05404  
Telephone: 802-655-2000, Ext. 2557

## THE FACULTY

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- AMRHEIN, Joseph, Ph.D.  
(New York University)  
*Chairman and Professor of Business and Economics*
- ANDERSEN, Thomas B., Ph.D.  
(Fordham University)  
*Associate Professor of History*
- ANDERSON, William O., M.B.A.  
(Dartmouth College)  
*Assistant Professor of Business and Economics*
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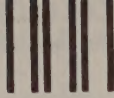
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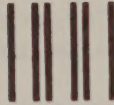
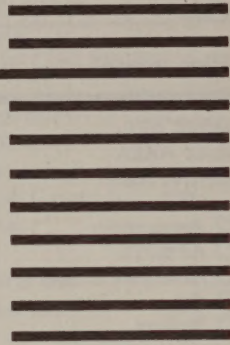
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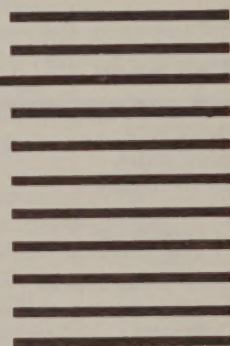
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# 1983-84 ACADEMIC CALENDAR

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## FALL SEMESTER 1983

- September 3-6  
New Student Orientation
- September 6  
Upperclass registration
- September 7  
First day of classes
- September 11  
Opening Mass of the Holy Spirit
- September 16  
Last day for course changes
- September 29  
Feast of Saint Michael  
Classes as usual
- October 7  
Holiday
- October 21  
Last day for making up I grades from previous semester and summer session.  
Quarterly reports due.
- October 28  
Last day for withdrawing from courses without penalty.
- November 1  
Feast of All Saints  
Classes as usual
- November 12  
Pre-registration for Spring '84
- November 16  
Feast of Saint Edmund  
Classes as usual
- November 23  
Thanksgiving recess begins at 11:30 am
- November 28  
Classes resume
- December 8  
Feast of the Immaculate Conception  
Classes as usual
- December 9  
Last day of classes
- December 10-11  
Study days
- December 12-17  
Final exams

## SPRING SEMESTER 1984

- January 9  
Registration
- January 10  
First day of classes
- January 18  
Last day for course changes
- February 24  
Last day for making up I grades from previous semester  
Quarterly reports due  
Spring recess begins after last class
- March 5  
Classes resume
- March 7  
Ash Wednesday  
Classes as usual
- March 9  
Last day for withdrawing from courses without penalty
- March 24  
Pre-registration for Fall '84
- April 6-8  
Parent's Weekend
- April 18  
Easter recess begins after last class
- April 24  
Classes resume
- April 27  
Last day of classes
- April 28-29  
Study days
- April 30-May 5  
Final exams
- May 12  
Baccalaureate Mass
- May 13  
Commencement





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**SAINT MICHAEL'S COLLEGE**

**WINOOSKI, VERMONT 05404**

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